

concordia
university

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February 4, 1977.

MEMORANDUM TO: Faculty Members
Members of Faculty Council
- Sir George Williams Faculty of Arts
- Sir George Williams Faculty of Science
- Loyola Faculty of Arts and Science
Presidents, Student Associations
Members of Senate
Members of the Board of Governors

RE: The Organization of Arts and Science at
Concordia University

Attached to the memorandum you will find the report of the Academic Deans to Senate on the above topic. Senate instructed the Deans to prepare this report at its meeting of November 5.

This report will be presented to Senate and will be discussed at the Senate meeting on February 25. In the interim I am circulating it, with the agreement of Senate, for the information of the University, and for discussion by interested parties, including the Faculty Councils directly concerned.



J.W. O'Brien
Rector & Vice-Chancellor

JOB/lb
Att.

THE REPORT OF THE
ACADEMIC DEANS
TO THE CONCORDIA SENATE
CONCERNING THE
ACADEMIC ORGANIZATION OF THE UNIVERSITY

February 7, 1977.

Office of the Dean
Sir George Williams Faculty of Arts
1455 de Maisonneuve Blvd. West
Montreal, Quebec H3G 1M8



February 7, 1977.

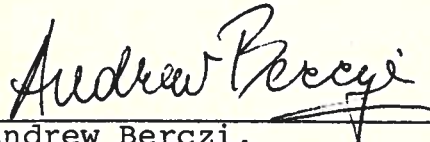
The Senate,
Concordia University.

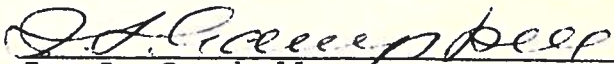
We submit herewith our report and recommendations on the academic organization of the University as required by resolution of the Senate on November 5, 1976.


A summary statement will be found in Section 3.1.

If these recommendations are accepted, early attention must be given to necessary adaptations and consolidations of various University personnel policies, including tenure.

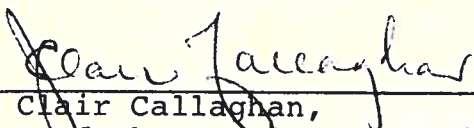
Respectfully submitted,


Andrew Berczi,
Dean of the Faculty of Commerce
and Administration


Ian L. Campbell,
Dean of the Sir George Williams
Faculty of Arts


Russell Breen
Dean of the Loyola Faculty of
Arts and Science


Stanley French,
Dean of Graduate Studies


J. Clair Callaghan,
Dean of the Faculty of Engineering



Alfred Pinsky
Dean of the Faculty of Fine Arts

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1.0 INTRODUCTION

1.1 THE MANDATE OF THE ACADEMIC DEANS

At its meeting on November 5, 1976, the Senate of Concordia University adopted the following resolution.

"The Academic Deans shall:

1. Set out and report to Senate the questions which they consider central to the determination of the academic organization of the University in general and Arts and Science in particular.
2. Set out and report to Senate the various models of academic organization which they feel should be considered by the Senate and comment on and evaluate these in relation to the questions identified above.
3. Make every effort to reach a solution that is unanimously supported by the Deans on academic organization and particularly the organization of Arts and Science.
4. Report their final recommendation to Senate by its February meeting with progress reports at the December and January meetings."

1.2 MEETINGS, VISITS, PROCEDURES

Since receiving our mandate we have met at least once in most weeks. At three points we held extended meetings of two or three days.

We invited a senior officer of the City University of New York to visit us and had a lengthy discussion with an individual who had extensive experience in the University of Québec.

We twice visited the University of Toronto. On the first visit we met the Dean of Arts and Science, one of the Vice-Provosts of the University and the Principals of Erindale and Scarborough Colleges. On the second visit we met with the Principals of St. Michael's, Victoria, Trinity and Innes Colleges.

We have been able to gather information on the operations and structures of other institutions less directly and have drawn on our own experience in a number of institutions.

We met with Father Graham and Kevin Quinn and John Matheson, as requested by Senate, to discuss their respective submissions.

As a group we spoke with the Rector and Vice-Rectors about certain aspects of this proposal and invited their comments. Each of the Deans spoke to individuals on a confidential basis seeking advice and reaction.

1.3 DATA GATHERING

In addition to data already available to us in the University, we undertook two specific studies.

At the time we received our mandate, a telephone survey was underway of the fall graduates of the Loyola Faculty of Arts and Science. This study was concerned to gather data on the employment and graduate study plans and activities of the graduates. The study was replicated in the Sir George Williams Faculty of Arts.

We solicited the assistance of Professors Dorothy Haccoun and Jon Breslaw to develop and administer a questionnaire to virtually all students in January 1977. This study sought data on characteristics of students (age, sex, programme, etc.), their reasons for selecting Concordia and a particular campus, their evaluation of their university experience, and their future career goals.

Some preliminary results are presented in Appendix 10.

1.4 ACKNOWLEDGEMENTS

We are particularly grateful to Professors Breslaw and Haccoun for undertaking their task and for doing so on extremely short notice with all the attendant dangers of haste. We are also deeply grateful to Miss Margaret Royds and Miss Jo Ann Welsh for their work in coordinating the administration of both surveys. We received excellent cooperation from faculty and students in the classroom administration of the questionnaire and we express our gratitude to all concerned.

Our work has benefited from the documents that were already before Senate containing recommendations on the academic organization of Arts and Science.

We are also grateful to Miss Margaret Royds and Miss Caroline Bennett for the typing of this report.

2.0 PROBLEMS FACING THE UNIVERSITY

In preparing this proposal for Senate, the Committee of Deans has been conscious of several important factors, within and without the University, which will play a determining role in the future of Concordia. It is precisely in light of these factors that this proposal is made.

The merger of Loyola College and Sir George Williams University resulted in the duplication of approximately twenty independent departments in the academic areas of the Humanities, the Natural Sciences and the Social Sciences, spread over three separate Faculties. These duplicate and independent departments, located on two different campuses, were separated by five miles within the same city. It is quite obvious that this situation inhibited the optimum use of our academic resources, particularly with the forecast of declining student enrolments, especially in the Arts and Sciences, which would span at least the next decade. The Model for a New University (the instrument of merger) included among other guarantees a provision for the study of the Science component to attempt to solve the unnecessary duplication of resources.

"Representatives of the two existing Faculties of Science will meet, as soon as possible, to recommend on the organization and operation of a single set of honors programs in Science for the New University, and will recommend on the feasibility of the establishment of a single University Faculty of Science."

An initial study of this problem soon revealed that any solution restricted to Science would be partial and

could seriously prejudice a university re-organization which would make the most efficient use of our academic potential while preserving the best philosophical and pedagogical traditions of our two founding institutions.

The instrument of merger, in specifically restricting the graduate and research activity of one of its Faculties, has led many of its professors, rightly or wrongly, to consider themselves in the category of second class citizens without the full rights and privileges usually associated with being a full-time member of our academic community merely because of the campus of origin and not because of academic qualifications and abilities.

The present structure in the academic Faculties has tended to nourish an unhealthy rivalry within the University thus preventing the development of a Concordia mentality which is so essential if we are to address ourselves effectively to the serious problems facing an anglophone university at this time in our province and specifically in our city. Further, a Faculty structure can either facilitate or hinder the attainment of important academic goals. Certainly it is important that our structure encourage the interaction between professors, especially in the Humanities, Natural Sciences, and Social Science academic areas. There has been a tendency to isolate scientific disciplines from each other and from the real world. A similar phenomenon exists in particular disciplines of the Humanities and Social Sciences at Concordia University. Our structure should be such that it responds creatively to the challenges inherent in the increasing expansion and specialization of knowledge.

Our present three Faculty structure for the Arts and Science makes difficult the establishment of real priorities for any long-term period. There must be created a structure which would make more possible an evaluation of the existing programmes and the individual talents of the professors at hand, and thus enable the University to set clearly its priorities in the domain of Arts and Science and to make optimum use of the entire personnel available to attain this goal.

Presently much time is devoted to curricular matters, including course and programme changes, but very little time is spent on a discussion of goals or philosophy of education. A new structure needs to be devised which would demand the clear enunciation of goals for our programmes with the built-in requirement for the re-thinking of these goals and philosophies in the light of the changing situation in our university and in the community we are intended to serve.

The image of Concordia University is slowly coming into focus in the eyes of the general public. This has not been an easy task. Both Loyola College and Sir George Williams University have long traditions, both have played a significant role in higher education in this province. Fortunately, the efforts these two institutions have provided in making of Concordia truly a "New University" are gradually coming to light. The efforts of everyone concerned these last three years have succeeded in giving Concordia University a more and more distinct image in the university milieu of Montreal. The new structure for Arts and Science must continue to enhance this new image of the University. It must distinguish it clearly from McGill University and, by its

structure and programmes, offer something distinctive and unique to the prospective anglophone university students in the community.

The Conseil des Universités recognizes Concordia's mission in providing services for full-time and especially part-time students in Quebec's anglophone community. Moreover, it recognizes as major axes at Concordia, "les sciences de l'administration, les sciences de l'ingénieur et l'informatique" and "les beaux-arts et les communications". In its last report, however, the Conseil stated unequivocally that Concordia needed to develop an "axe de développement" in its vast sector of Arts and Science. In essence:

"... l'Université Concordia n'a pas d'axes de développement importants dans son vaste secteur des arts et sciences.

Pour les besoins de sa planification interne, tout au moins, il serait souhaitable que Concordia identifie les quelques domaines du vaste secteur des arts et sciences qu'elle entend développer plus particulièrement."

In several areas of the Arts and Sciences, the Deans are aware that there are several sufficiently developed programmes which could be categorized as a "grand axe". The new structure, by its very nature, must develop even further. It should promote interaction between professors from different disciplines. For the individual faculty member the incentive should be there to strive to ensure the best undergraduate and graduate education keeping in mind, all the while, that he/she must do so within the context of "complémentarité" with other universities.

The student who enrolls in Arts and Science at Concordia University must have a clear idea of the type

of education that may be chosen. Consequently, the structure must ensure a quality education in an atmosphere of close personal and intellectual interaction which has been a major characteristic of the two founding institutions.

3.0 A MODEL FOR THE ACADEMIC ORGANIZATION OF ARTS AND SCIENCE

3.1 INTRODUCTION

Our primary concerns in framing our recommendations have been to develop a model of academic organization for the University which would most humanely and efficiently assist Concordia in responding to a number of major problems. We have sought a means of encouraging and facilitating the clarification of educational goals. We have aimed to provide a setting in which diverse educational philosophies can co-exist, develop, be articulated and implemented and flourish to the benefit of students and faculty. We have tried to provide a context to encourage debate on broad educational issues with the genuine possibility of the implementation of new ideas, for experimentation and innovation with adequate controls to assure quality while not encumbering initiative. We have been concerned to provide a variety of learning contexts and settings to meet the differing intellectual and career needs of students and their differing tastes. We have been concerned to encourage a commitment on the part of students and faculty to educational principles simultaneously with an appropriate loyalty and involvement within a discipline. We have sought to take advantage of our size and diversity, to optimize the use of our very considerable resources while avoiding the depersonalizing dangers of bigness through the provision of small units with which the individual can identify and in which the individual can, if he chooses, lead much of his university life. We have striven to avoid the risks of over-centralizing by seeking in every case the lowest possible level for decision making and by distributing real authority.

To these ends we recommend the formation of a single University Faculty of Arts and Science and the merger of the sister departments from the existing Faculties.

This Faculty should be divided into four divisions each composed of a number of related departments and headed by a Vice-Provost with full line responsibility for the division activities and certain Faculty-wide staff responsibilities as part of the Faculty administrative team. The divisions should play a central role in resource allocation, appointment and evaluation of faculty and in the promotion and coordination of research.

The proposed divisional groupings are along natural lines (Social Sciences; Natural Sciences; Humanities, Applied Disciplines) reflecting the common core of knowledge in the cognate disciplines, the common research interests, the common personnel policies and the common academic aspirations of faculty. The Vice-Provost's line role will be to ensure that appropriate support and recognition is given to his division within the Faculty and that the operational activities and responsibilities within his division, namely teaching and research, are carried out at a respectable level. He will also coordinate and approve the curricular and contractual submissions from the various departments of his division in accordance with the policy set by the Provost for the Faculty. He is also to be responsible for the submission of the budget and its consequent administration for the division.

To the Faculty, its divisions and departments we assign responsibility for courses and academic standards, the graduate programmes, research and academic personnel.

We recommend that responsibility for undergraduate programmes be assigned to some number of university colleges.⁽¹⁾ Each college would have its Principal, a group of ten to twenty fellows chosen largely from the departments, and from 200 to 800 full-time students and in addition part-time students. All undergraduate students would register in a college. Each college would be founded upon some single unifying theme, philosophy of education or educational function. It will be the responsibility of the university colleges to provide the gestalt or organization for undergraduate education by offering programmes of study derived from and expressing their philosophy of education or designed to serve their function. All undergraduate programmes would be the responsibility of the university colleges. Ordinarily the colleges would not employ faculty and would offer very few courses of their own. It is our opinion that courses, their content and standards are the proper concern of departments and the Faculty as are most matters of personnel. Because of the particular relationship of graduate programmes to the academic disciplines and to the professional aspect of disciplines, we recommend that departments and the Faculty have responsibility for these programmes. The university college system will provide a means to promote and develop appropriately both general and specialized, liberal and professional or vocational education. We

(1) It has been suggested to us that the use of the term college may cause misunderstanding in the Quebec context because of its association with the CEGEPs or the colleges classiques. Similar difficulties exist in Ontario where there are high school level colleges and colleges of applied arts and technology. In the City University of New York system the term college may refer to a university type institution offering both graduate and undergraduate programmes or it may refer to community colleges. We feel that the use of the term university college adequately meets the difficulty.

anticipate that by means of the university colleges the University can be assisted in articulating its academic goals, in developing programmes clearly related to those goals, and in accommodating a plurality of academic programmes with differing philosophies and functions. At the same time we guarantee to the departments legitimate authority over the presentation of the discipline.

Initially at least five university colleges should be established to house the existing programmes of the University. As rapidly as possible others should be brought into existence based on some clearly defined philosophy or function until the appropriate number has been reached.⁽¹⁾

Each college will have a primary locale on one campus, but some programmes of some colleges would be available on more than one campus. We anticipate, indeed we visualize, the need for the establishment of a college(s) on other than the existing two campuses.

In addition to their academic functions, such as student recruitment, counselling, registration, and developing and offering programmes, the university colleges should play a significant social role in the life of the student. As relatively small units drawing together faculty and students with common educational goals and perspectives, they have a foundation for such a role. We anticipate that they will be extremely useful in alleviating the risks of impersonality of a large Faculty and indeed of improving the present situation.

(1) While it is impossible at this time to foresee the definitive number of university colleges, we expect that it will be about eight and perhaps as many as eleven.

We also expect that certain segments of the Quebec community will play a much more active role in the University by becoming associated with a college by means of advisory boards associated with each college.

The Provost and the Principals of the university colleges would report to a Vice-Rector, Academic, with responsibility for Arts and Science. Another Vice-Rector, Academic, would have responsibility for the Schools of Commerce and Administration, Engineering and Fine Arts.

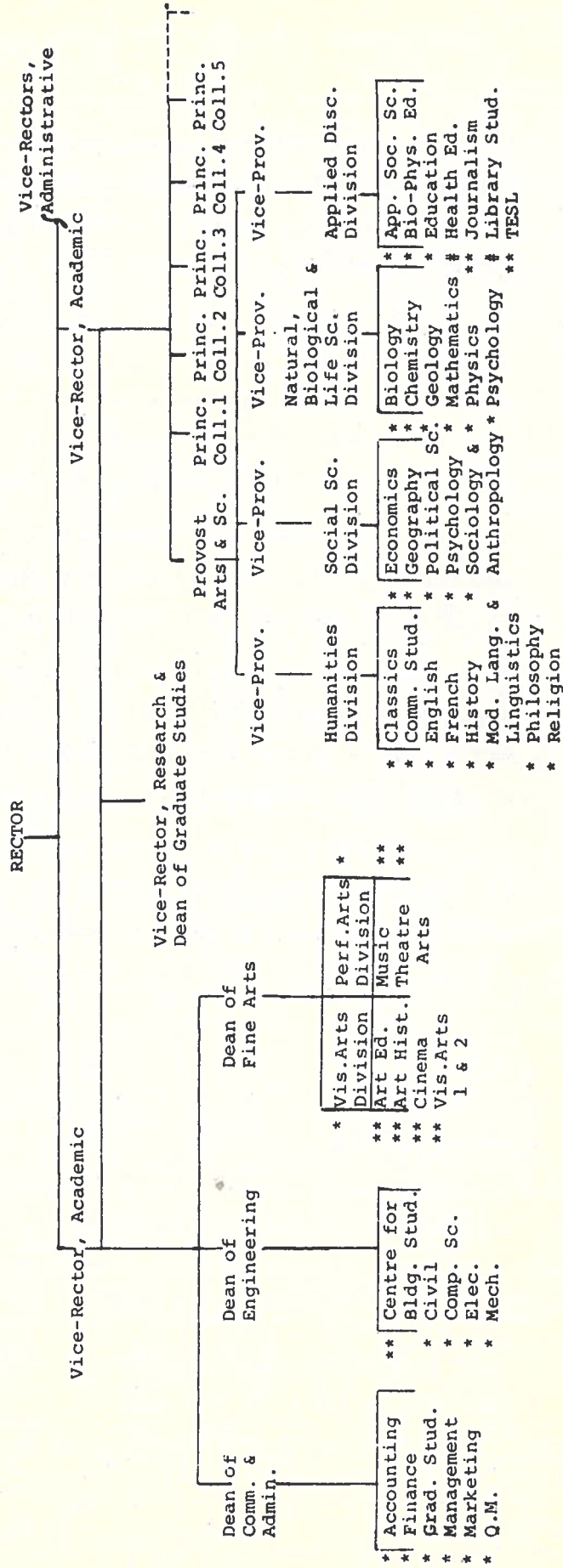
The Provost is responsible for providing academic leadership, for coordinating the activities of the four divisions and for planning the development of the Faculty.

The senior legislative body for the Faculty of Arts and Science and for the university colleges should be the Arts and Science Council whose members would be drawn primarily from the divisions and university colleges.

Charts 1 and 2 illustrate respectively the relationship of the academic administrative personnel and the relationship of the legislative bodies.

ORGANIZATIONAL CHART NO. 1

(Academic Administration)



*Chairmen

*Chairmen
**Director

*Director
**Asst. Directors

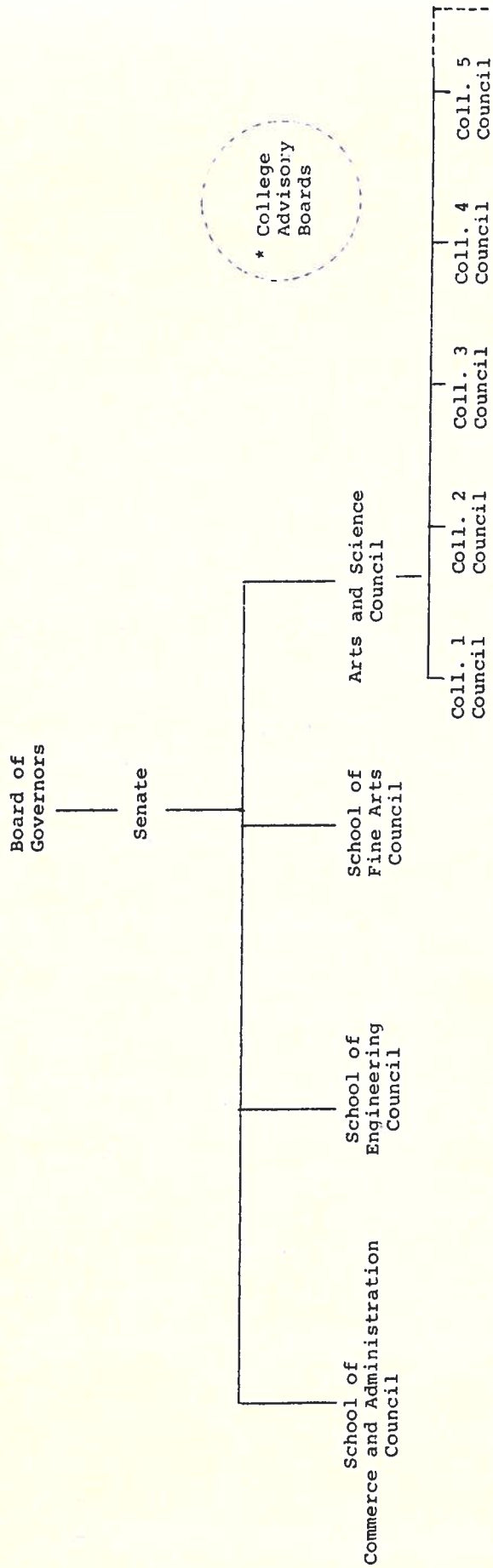
*Chairmen

*Chairmen

*Chairmen

*Chairmen
**Directors
#Coordinators

ORGANIZATIONAL CHART NO. 2
(Legislative Bodies)



* It is anticipated that some, if not all, colleges will establish Advisory Boards in order to develop close liaison with specific communities.

3.2 DEPARTMENT, DIVISION AND FACULTY

3.2.1 The Department

3.2.1.1 General

For the most part departments are based on a single academic discipline and are the principal unit for the organization of the teaching and research activities related to the discipline. They are responsible for ensuring that the discipline is adequately represented through a set of basic undergraduate courses⁽¹⁾ available to all students in the University, for the division of subject matter of the discipline into these courses, and for the determination of appropriate academic standards. They are also responsible for providing special purpose courses to meet the particular needs of college programmes and the needs of other departments and Schools⁽²⁾. Departments remain responsible for the graduate programmes and for the discipline component of honours and specialized programmes. Within the policies of the division and Faculty, departments also carry a responsibility for the initiation and organization of research. The departments will house all members of the Faculty teaching or researching in their discipline. They will recommend individuals for appointment and have a primary responsibility for making recommendation on such matters as salary, promotion and tenure, and for the assignment of teaching duties.

(1) See section 3.2.1.3.1

(2) See section 8.0 for a description of the Schools.

3.2.1.2 Designation of Departments or Units

We recommend that, in the case of Arts and Sciences, departments or units be established as follows: ⁽¹⁾

Applied Social Science ✓
Biology ✓
Bio-Physical Education ✓
Chemistry
Classics
Communication Studies ✓
-Economics
Education ✓
-English
-long } French
Geography ✓
Geology
Health Education ✓
*History
Interdisciplinary Studies
-Mathematics
Modern Languages and Linguistics
Journalism ✓
Library Studies ✓
Philosophy
Physics
Political Science
-Psychology
Religion ✓
Sociology and Anthropology
TESL ✓
Theological Studies ✓

*27 depts or units -
11 unique
250
2000/500, 1000*

(1) Appendix Two (section 11.2) contains a discussion of the rationale for recommending the merger of departments.

3.2.1.3 Undergraduate Courses

Departments have the responsibility of determining, subject to the approval of the Vice-Provost or Provost, or the review of the Arts and Science Council, and in some cases, after consultation with the colleges, the courses to be taught, their content, their prerequisites and sequence and the academic standards to be applied.

The courses required are of the following types and should be so designated.

3.2.1.3.1 The Basic Undergraduate Courses

Departments must provide a set of courses having the purpose of representing the scope, methodology and history of a discipline to undergraduate students. This set, which should usually number between 12 and 17, will reflect the department's and the discipline's judgement as to what are the most important areas of study. They must provide a range adequate to meet the needs of major and honours programmes both in specialty of subject matter and level of study. They should stand as a guide to the student as to what must or ought to be studied first at the undergraduate level.

3.2.1.3.2 Special Purpose Undergraduate Courses

Departments must provide a number of types of special purpose courses. One set of such courses is required as a service to other departments or the Schools, providing students with access to knowledge

or skills required by the programmes of those departments or Schools. Some such needs can be met by the basic undergraduate courses referred to above. However, others must be designed to meet particular needs, for instance, specialized statistics for social science students. Another type of special purpose course will be those required by degree programmes aimed at providing training for entrance into a particular vocation. The Sociology Department might thus be asked to provide particular courses for those being trained for work in the field of corrections. A third type of special purpose course will be those required by programmes of a particular college.

In all of these cases basic control on content and standards will remain with the Department. However, it must be understood that the department has a responsibility to be responsive to the perspectives, needs and preferences of those being served and it is a duty of the division and Faculty to insure that departments meet this responsibility.

Special purpose courses should not receive the long-term approval that will be granted to the basic undergraduate courses. Rather, approval should be given for only so long as the need exists.

3.2.1.3.3. Special Opportunity Undergraduate Courses

Departments should be able to mount courses on an opportunity basis. Such courses should take advantage of the research or secondary interests of faculty hired

primarily to teach a specialty in the basic programme or of particular talents or interests of visiting faculty. Again, such courses should be given approval and listing for only a limited period of time.

3.2.1.4 Graduate Courses and Programmes

Graduate programmes usually provide a discipline related professional or pre-professional education and training and as such should be housed in the departments. Thus departments must carry responsibility for the development and implementation of graduate programmes and courses subject to appropriate approval at the divisional, Faculty, and university levels.

3.2.1.5 The Discipline Component of Single Discipline Honours and Specialization Programmes

The number of credits in a discipline required for a single discipline honours or specialization degree must be set by University policy. The university colleges should house the programmes and determine the other courses of study. But, the department must carry primary responsibility for the course content in the honours or specialization field. Departments should, however, be willing to discuss this content with the colleges and allow for reasonable variation.

The following are examples of the types of course requirements that might surround that set of courses in political science for political science honours.

College I - A college in the liberal tradition with little structure to its programmes and few specific course or sequence requirements.

"The student shall follow a further 6 full courses, three of which should be in Economics, History or Sociology."

College II- A college in the liberal tradition with structured programmes and tending to require specific courses.

"The student shall, in addition to the nine courses in the honours sequence, follow the following courses to a total of six.

- Economics X or Y, and Z
- Philosophy X or Y
- History X and Y
- One further course in Economics, History or Sociology at the 300 level."

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College III- A college providing programmes aimed at providing entrance to careers at the sub-professional level.

"Students following the honours programme in Political Science for entrance to careers in the public services shall follow, in addition to the nine courses of the honours sequence, the following:

- Economics X Canadian Economic History
- Economics Y Canadian Economic Policy
- Economics Z History of Economic Theory
- Statistics X
- History X Canada - 1900 to the present
- Sociology X Canadian Society

In the honours sequence of nine courses they may replace the second course in political theory with a further course in public administration and the second course in comparative government with the course in Canadian Dominion - Provincial Relations."

"Students following the honours programmes in political science for entrance to careers in journalism shall follow, in addition to the nine courses in the honours sequence, the following:

- Journalism X, Y, and Z
- Economics X Canadian Economic History
- Economics Y Canadian Economic Policy
- Sociology X Canadian Society
- or
- History X Canada - 1900 to the present"

3.2.1.6 Personnel

It is the responsibility of departments to recommend individuals for appointment. Such recommendations should be made after appropriate consultation with other units of the University having a legitimate interest in the appointment and in accordance with divisional, Faculty and University policy. If, for instance, the appointee is to teach courses largely in the programme of a particular college, there should be consultation with the Principal. If he is to advance research in a particular specialty, there should be consultation with any existing research units.

It is also the responsibility of departments to develop recommendations on salary, rank and tenure after appropriate consultation with other units in which an individual functions, such as a college or research unit, and in accordance with the policies of the division, Faculty and University.

The department is thus the discipline or professional home of the faculty member. It is here that he receives the appraisal, judgement, collaboration and support of his peers.

We recommend that departments be given a 'protected roster' of designated positions related to the needs of the basic undergraduate courses and the graduate programmes. The roster would assure to the department the presence of those specialists needed to represent adequately the discipline. Because these positions constitute the basic resources of faculty needed to represent the discipline, their existence should not ordinarily be related to enrollment. The assigning of other new positions to a department should be related to demand, as should decisions concerning the use of non-protected roster positions opened by resignation or retirement.

3.2.1.7 The Chairmen

The senior administrative position in each department is that of the chairman. When a department is housed on both campuses consideration might be given to the appointment of a campus coordinator on the campus where the chairman does not have his principal office.⁽¹⁾ We do not believe that such appointments should be made automatically but when warranted by size or complexity of operations.

The chairman is the chief executive officer of the department and must act as such. He must consult with other members of the department before taking most decisions. But he is the person in the department who is responsible for the conduct of the departmental business and is the person who can be held accountable and therefore must have the authority to make the decisions necessary to meet his responsibilities.

(1) In some few cases a campus coordinator might be required on both campuses to assist the chairman.

3.2.1.8 Research

Departments in the Faculty of Arts and Science shall have the traditional departmental responsibilities with respect to research. That is to say, the department must decide what are, or what should be, its areas of strength. It shall then promote and facilitate research within these areas of strength. Graduate courses should be taught only by those members of the department involved in *ongoing* *productive* research. *programs*

3.2.1.9 The Department Locale

Members of departments normally will be located and teach on both campuses. In some cases, departments will be regrouped on one campus. A certain clustering of the faculty members of the merged department may be required to take advantage of the strengths of the department in research, and to conduct efficiently honours and graduate work.

If a cluster were to develop around the availability of laboratories or space, or because a college on one campus or the other makes heavy use of the courses of a department, it would seem proper that the department headquarters be located close by.

Many examples from the Schools of Commerce and Administration, Engineering, and Fine Arts may be cited to show that a rational distribution of departments, and parts of departments, between the two campuses, will be effected to meet the particular educational and research goals of each department.

3.2.2 The Division

3.2.2.1 General

Because of the size of the proposed Faculty of Arts and Science, and to facilitate the decentralization of decision making, it is recommended that four divisions be established composed of a number of related departments. Each division should be headed by a Vice-Provost with full line responsibility for the division activities and certain Faculty-wide staff responsibilities as part of the Faculty administrative team. The divisions should play a central role with respect to physical and financial resource allocation, appointments and evolution of faculty, for the purposes of promotion and salary.

3.2.2.2 Composition of Divisions

We recommend that in the Faculty of Arts and Science departments be clustered into divisions as follows:

Humanities

Classics No ✓
Communication Studies Prop.
English M.A.
French No ✓
History Ph.D.
Modern Languages & Linguistics No ✓
Philosophy Ph.D.
Religion Ph.D.
Theological Studies No ✓

Social Sciences

Economics Ph.D.
Geography No ✓
Political Science No ✓ Prop.
Psychology Ph.D.
Sociology & Anthropology M.A.

Natural, Biological and Life Sciences

Biology M.B.C.
Chemistry Ph.D.
Geology No ✓
Mathematics M.A.
Physics Ph.D.
~~Psychology~~

Applied Disciplines

Applied Social Science No ✓
Bio-Physical Education No ✓
Education M.A.
Health Education No ✓
Journalism No ✓
Library Studies No ✓
TESL M.A.

NOTE: The operations of Interdisciplinary Studies appear to transcend these divisional lines, and hence they are not associated with any one division; however, they should be part of the portfolio of one of the Vice-Provosts in order to ensure adequate support and integration.

3.2.2.3 Courses

The division, through the Vice-Provost (acting with authority derived from the Provost) should have authority to approve course changes, additions and deletions as recommended by departments through their chairmen and subject to review by the Arts and Science Council and the ultimate authority of Senate. It is recommended that the Vice-Provost be supported by a curriculum committee with which he can consult on general principles, whose advice he should seek on difficult cases, and to which departmental appeals can be directed.

3.2.2.4 Personnel

Subject to the more general personnel policies of the University and Faculty, personnel policies should be developed at the level of the division to take account of the particular practices and traditions of the disciplines housed in the division. Research and publishing practices and expectations tend to vary between the departments of various divisions, and this should be reflected both in the policies and judgement of the division.

It is recommended that in the Arts and Science part of the University each division set up a Vice-Provost's Advisory Committee on Salary and Promotion with responsibility similar to the Dean's Advisory Committee within the Schools.

The tenure policy of the University should provide for input from the division, but the decisions now taken by the Faculty Tenure Committee should continue to be taken at the Faculty level.

3.2.2.5 Resource Allocation

The division should carry responsibility for the detailed allocation of such resources as academic support personnel, space and equipment to departments. It should be the particular responsibility of the division to coordinate and optimize the use of such resources.

These responsibilities should fall primarily to the divisional Vice-Provost acting with authority delegated from the Provost.

3.2.2.6 The Vice-Provosts

The senior administrative officer of each division will be a Vice-Provost. In addition to responsibility to the division noted elsewhere, each Vice-Provost should carry Faculty-wide responsibilities. Thus one might have Faculty-wide responsibility for priorities and budget, another for personnel, another for interdisciplinary studies, and another for research and space. They can thus be expected to have detailed familiarity with and concern for the affairs and people of a cluster of related departments with similar problems and perspectives, but at the same time to hold a Faculty-wide concern and perspective.

We believe that in many cases the time to make a decision should be shortened. The present large set of committees at several levels is often too cumbersome. It is our belief that the Vice-Provosts could approve for example, course changes and course substitutes subject to review, after the fact, by the Provost and the Arts and Science Council and its committees.⁽¹⁾

(1) In section 3.2.2.3 we note the need of a curriculum committee in the division to support and advise the Vice-Provost.

3.2.2.7 Research

The division has a basic responsibility to determine its research priorities, and to allocate resources in support of productive research. "Grands axes" shall be identified and nurtured. The Vice-Provost, as senior officer of the division, shall have a direct concern for the well-being of research within the division. With reference to scarce resources for the support of research, the Vice-Provost shall protect the interest of the division within the Faculty.

3.2.2.8 The Divisions' Locale

The division is essentially an administrative unit, and can therefore be located anywhere, bearing in mind ease and efficiency of operation, should one or another location be more advantageous.

It is clear to us that, in a two-campus operation such as we are, it would be dangerous to assign arbitrarily divisional locations, especially since most disciplines are present in a greater or lesser degree on both campuses. Since the two campuses contain roughly the same numbers of students, departments and programmes, all four divisions will be present on each campus. It would seem reasonable that two Vice-Provosts would have their principal office on one campus and two on the other.

Common sense will prevail in the choice of divisional headquarters location, bearing in mind space now available, number of undergraduate and graduate students in programmes being offered, secretarial requirements, and facilities which may be more adequate for a particular division on one campus or another.

3.2.3 The Faculty of Arts and Science

3.2.3.1 General

We recommend the formation of a University Faculty of Arts and Science bringing together the Loyola Faculty of Arts and Science, the Sir George Williams Faculty of Arts and the Sir George Williams Faculty of Science, merging their sister departments.⁽¹⁾ The senior administrative officer of the Faculty will be the Provost who should enjoy rank and status equivalent to that of the Deans of the Schools of Commerce and Administration, Engineering and Fine Arts, and to that of the Principals of the university colleges.

It is the responsibility of the Faculty to provide appropriate coordination and support for the divisions and the departments, and to carry overall responsibility for graduate programmes and courses, and undergraduate courses. The Faculty must ensure that the departments meet their responsibilities to the university colleges and other units of the University, such as the Schools.

(1) Appendix Two (Section 11.2) contains a discussion of the rationale for merging departments.

3.2.3.2 Undergraduate Courses

The Faculty must assume responsibility for the coordination of the course offerings of the departments. It must insure that courses are properly designated as to type, that they are appropriately vetted as to quality, that standards are maintained, and that unnecessary duplication is avoided. It must be particularly concerned to insure that special purpose courses are provided to meet the needs of the programmes of the university colleges and the Schools. The Faculty must also prepare appropriate reports for the Arts and Science Council on changes made in the repertoire of courses.

3.2.3.3 Graduate Courses and Programmes

The Faculty has responsibility for the development, implementation and coordination of graduate programmes, subject to approval by the Arts and Science Council and the Senate and its committees.⁽¹⁾

(1) The Board of Graduate Studies is a committee of Senate.

3.2.3.4 Personnel

To the extent necessary the Faculty must develop personnel policy, in accordance with the policies of the University, for the guidance of the divisions and departments. On the basis of recommendations from the divisions, decisions must be taken on rank and salary. In accordance with University policy, final consideration for tenure must be made at the Faculty level.

The Faculty must insure that the departments are staffed adequately to meet their teaching and research responsibilities and that they deploy their personnel to meet their responsibilities to their discipline, to the Faculty and to the university colleges.

The Faculty must be continually concerned to review the adequacy of staffing of the departments, to reallocate appropriately vacant positions not in the protected roster of the departments, and to develop requests for additional personnel.

The Faculty must insure that the departments and divisions adequately take account of the activities of faculty members in the university colleges, and elsewhere outside the departments, in all evaluation processes.

3.2.3.5 Resource Allocation

The Faculty shall be responsible for allocation of resources to the divisions and through them to the departments. To this end it would be expected that normative criteria would be developed. It will also be its responsibility to receive through the divisions requests for resources and to coordinate their presentation to the University.

In the allocation of the budget appropriate sensitivities must be demonstrated in responding to the main concerns of the Faculty:

- a) departments with labs and research requiring lab experiments
- b) colleges which require special courses to enable them to attain their goals
- c) appropriate allocation of resources to fulfill graduate and undergraduate requirements
- d) sufficient resources must be retained at the Faculty level to cater to the last minute needs responding to student demands.

We anticipate that long-term and short-term planning for Arts and Science should originate at the Faculty level.

3.2.3.6 The Provost

The senior administrative position in the Faculty is that of the Provost who should enjoy rank and status equal to that of the Deans of the Schools and the Principals of the university colleges. This position contains all authority ascribed to a Dean except with reference to undergraduate programmes.

In particular, however, the Provost must:

- 1) provide coordination between the activities of the divisions
- 2) assure that the Faculty meets its responsibilities to the university colleges, the Schools and the University
- 3) prepare the budget and supervise the allocation of resources to the division and departments
- 4) represent the Faculty in a number of legislative and administrative bodies, and insure that the University is sympathetically aware of the Faculty's needs, problems, plans and aspirations
- 5) insure the application of University policies throughout the Faculty
- 6) plan the development of the Arts and Sciences. We visualize that long-term planning could be achieved more effectively by the Provost rather than by a staff person in the Vice-Rector's Office. The Provost, having line authority, is able to insure the implementation.

Much of the authority of the Provost must necessarily be delegated to the Vice-Provosts, both in their divisional and Faculty-wide roles, but not so as to lessen the Provost's ultimate authority and responsibility.

3.2.3.7 Research

The Faculty of Arts and Science shall establish a set of research policies and priorities. Notwithstanding the fact that each Vice-Provost has a divisional responsibility for research, the Provost has a Faculty-wide responsibility in the determination of priorities and the allocation of resources. The Provost may delegate this Faculty-wide responsibility to one of the Vice-Provosts. Just as one Vice-Provost may be delegated a Faculty-wide responsibility for curriculum development, another may be assigned the task of developing Faculty research policy. Certainly the Faculty will wish to identify and develop a number of "grands axes".

3.3 THE UNIVERSITY COLLEGES

3.3.1 General

We recommend that some number of university colleges be established each built upon a single, unifying theme, philosophy of education or function. Each college will be headed by its Principal and led by its fellows, and will contain 200 to 800 full-time students together with part-time students. It will be the responsibility of the colleges to provide the organization or the gestalt for the undergraduate curriculum, and for certificates and possibly certain diplomas through the provision of programmes of study derived from and expressing their philosophy of education or designed to serve their function. Ordinarily the colleges would not employ faculty and would offer very few courses. As mentioned earlier, it is our opinion that courses, their content and standards, are the proper concern of departments and the Faculty, as are most matters of personnel. Because of the particular relationship of graduate programmes to the academic disciplines and to the professional aspect of disciplines, we recommend that departments and the Faculty have responsibility for these programmes. All undergraduate programmes would be the responsibility of the university colleges.

Colleges play many roles in the universities of the English-speaking world. Some Canadian universities came into being on a foundation of pre-existing colleges (in some cases small universities) which usually had a denominational affiliation. The University of Toronto is perhaps the most important example of this type of development. In essence it was created by the federation of University College, Victoria University, The University of Trinity College and The University of St. Michael's College. Within the

federation the colleges maintained such departments as English, Classical and Modern Languages, Ethics and Moral Philosophy and, in the case of St. Michael's, Philosophy. Departments such as Political Economy, Psychology, Chemistry and Mathematics were established in the University's Faculty of Arts and Science. Recently, University departments of English and languages have been established and the members of all college departments have been appointed to the University departments. Colleges in other universities such as the University of Western Ontario or the University of Waterloo have maintained a much larger repertoire of departments. These structures have had serious problems. All too frequently a number of competing departments in a single discipline have led to a wasteful over-hiring and the creation of redundancy. Denominationally-based colleges in a period of declining religious interest have lost much of the *raison d'être* when stripped of academic departments and their own faculty. In some universities, colleges are finding a *raison d'être* through the provision of special programmes or through attempts to provide an educational setting or context of a particular type. They do this either by having a small faculty or by buying courses from university departments. However, in most cases the situation remains unsatisfactory. But universities such as Toronto continue to stress the importance of colleges. The college has the potential, for those who will take advantage of it, of providing a small distinct unit with a locale, character and spirit with which the individual can identify. It is noteworthy that the University of Toronto has created three new colleges in recent years; Wordsworth College (for its part-time students), New College (an inter-faculty college), and Innes College

(for innovation and some interdisciplinary work).⁽¹⁾
New colleges have been formed in other universities in Canada in the last decade.

In the model which we are proposing we are avoiding the risks of over-staffing competing departments by giving the departments and Faculty responsibility for personnel. At the same time, by assigning all undergraduate programmes to the colleges, we give them a strong *raison d'être*. Simultaneously, we provide the means to provide a significant range of different programmes within the University.

We are also aware of the structure at the Université du Québec with its 41 modules, its 6 "Familles" of modules and its 26 departments; however, what we are proposing is significantly different. First, our colleges, while differing in philosophy or theme or gestalt, are intended to provide many different programmes leading to an Arts and/or Science degree. Secondly, our structure, requiring all departments and colleges to work with the same Provost and to answer to the same Arts and Science Council has provided the built-in, more efficient coordination than prevails at our sister university.

We anticipate that by means of the university colleges the University can be assisted in articulating its academic goals, in developing programmes clearly related to those goals, and in accommodating a plurality of academic programmes with differing philosophies and functions.

(1) The University of Toronto also established two suburban colleges each about 20 miles distant from the main campus.

As we mentioned earlier, in addition to their academic functions, such as student recruitment, counselling, registration, and developing and offering programmes, the university colleges should play a significant social role in the life of the student. As relatively small units drawing together faculty and students with common educational goals and perspectives, they have a foundation for such a role. We anticipate that they will be extremely useful in alleviating the risks of impersonality of a large Faculty and indeed of improving the present situation.

We also expect that certain segments of the Quebec community will play a much more active role in the University by becoming associated with a college by means of advisory boards associated with each college.

3.3.2 Programmes and Courses

It will be the responsibility of the university colleges to develop programmes appropriate to, and as an expression of, their philosophy or function.

A university college might develop programmes aimed at providing education and training to best fit individuals for entry into occupations at the sub-professional level. Another college might devote itself to offering programmes in the liberal arts tradition and yet another to providing a Catholic or Jewish education.⁽¹⁾ Obviously a number of different programmes would exist within most colleges. A college should be formed for independent students and to develop non-credit courses and programmes. Programmes will be recommended to the Arts and Science Council for approval.

As much as possible programmes should be built from the courses normally offered by departments. Where courses are offered in multiple sections, certain sections might be arranged to meet the needs and convenience of a particular college, and its students be given priority in registration. It will be necessary to develop and mount other courses to meet the needs of particular programmes or colleges. Such courses will be provided by departments in consultation with the college in question. All courses ordinarily will be open to all students in the University. Colleges will mount various seminars and conferences appropriate to their programmes and purposes.

Each university college should have authority to offer a limited number of courses, probably to a maximum of six, to meet its unique needs. These courses would be staffed

(1) See section 10.3 for a further statement.

either by part-time instructors or by the purchase of the services of full-time faculty from the departments.

It is not our intention that colleges should be formed on a clustering of disciplines in the Arts and Sciences, such as humanities or social sciences.

3.3.3 Personnel

The basic academic personnel of a university college will be the Principal and the fellows - a group sharing a commitment to a particular educational philosophy or function. We anticipate that as a rule a college will have ten to twenty fellows chosen on nomination of the Principal. Thus, not all members of the Faculty will be associated with a college in the role of a fellow.

It is the responsibility of colleges to provide information to departments about those who teach and work in a college as appropriate for evaluation for salary, rank and tenure purposes. Colleges can expect to be consulted about the hiring and assignment of personnel who will participate in their programmes.

The university colleges will also require personnel seconded from the Registrar's office for purposes of registration, etc.

3.3.4 Locale

If the university colleges are to fulfill their academic functions and are to serve as relatively small and distinct units with which students can identify, each must have an appropriate and discrete locale. Its premises must contain offices for the Principal and his staff, and possibly for some of the fellows. The university colleges must have also seminar rooms, if possible classrooms, lounges, eating facilities and certain library space. Provision must also be made to house certain types of student organizations associated with the college.

It is our opinion that the buildings on Mackay Street would initially be suitable premises for colleges on the Sir George Williams campus, and that similar arrangements could be made on the Loyola campus.

University-wide lounges and pubs of modest size would be retained to provide the mixing of students from different colleges.

3.3.5 Students

All undergraduate students will register in one of the university colleges. The choice of a particular college normally will be dictated by the type of programme being followed by the student and his or her educational objectives.

We anticipate that a university college will contain from 200 to 800 full-time students plus part-time students. Only during the implementation stage, and thereafter only after careful and deliberate decision, should the size of a college exceed 800 full-time students.

While applications should be received centrally by the University, they should include an indication of the student's university college preference. The university colleges must have a significant voice in the development of admission procedures.

Registration and counselling should take place in the university colleges.

While recruiting should remain a University function, special literature and other publicity must be prepared for the university colleges, and as much as possible they should play a role in recruitment.

3.3.6 The Principal

The senior administrative officer of each college will be the Principal. He or she will be supported in the development of policy by the fellows.

The Principal should be appointed for a period of at least five years. He must be a person of sound academic standing and administrative competence. He must have significant leadership capacity, have dedication to the goals of the particular college, and possess wise academic imagination. To emphasize the importance of the roles of the university colleges, the Principal should enjoy rank and status equivalent to that of the Deans and the Provost.

We recommend that each college should have 10 to 20 fellows. Together with the Principal and some students, the fellows should hold academic legislative authority within the college through some form of college council. One of their most important functions will be the development of programmes for recommendations to the Arts and Science Council. The fellows, like the Principal, must be dedicated to the goals of the colleges. They should be appointed for a period of five years initially, with the possibility of renewal, and in some cases be life appointed. Appointments should be made by the Vice-Rector on nomination of the Principal following appropriate consultation with the respective department chairmen and the college.⁽¹⁾

For reasons of efficiency and economy, registration personnel should continue to be associated with the Registrar's office. However, specific individuals should

(1) While most fellows should come from the Faculty of Arts and Science, some could be appointed from the Schools and in exceptional cases from outside the University.

be seconded to the university colleges on a continuing basis for registration purposes. Similarly, admission officers should be associated with particular colleges to the greatest extent possible.

For adequate counselling, the colleges must have direct and immediate access to all necessary student records.

We recommend that it be possible for some or all of the university colleges to have an advisory board drawing members from its fellows, the University and the external community. The Board would be a means of enlisting support for the college from members of the community who share an interest in its philosophy and educational goals.

3.3.7 Additional Comment Concerning the Role of the University Colleges

In addition to their role of providing undergraduate academic programmes and related seminars and lectures, we expect the university colleges to play a number of other important roles. It is anticipated that they will provide a centre of social activity for their students, and they should be concerned to plan such activity. It is important that they have available appropriate facilities. We feel that the University should be prepared to arrange meal and perhaps bar facilities for the colleges. The college could also form a useful base for the organization of intramural sports and other similar activities.

It is clear that student government must be adapted to take account of the existence of the colleges.

3.4 THE SENIOR ADMINISTRATION

3.4.1 The Rector

The role and authority of the Rector has been established by the Board of Governors.

"The Rector shall be the Chief Executive Officer of the University. He may also be the Vice-Chancellor.

He shall ex officio be a member of all Committees of the Board.

He shall be responsible for the execution of all decisions of the Board of Governors and of Senate, and shall have all the powers requisite for the discharge of these duties as well as such other powers and duties as may be assigned to him by the Board." (1)

The importance to the University of the Rector functioning in major external groups such as the Council on Higher Education cannot be denied. It is also inevitable and proper that much of his or her time should be devoted to liaison with government and other institutions. Nevertheless, we believe that as much as possible his eyes should be directed inwards. To this end we urge that maximum use be made of the Vice-Rectors in the University's external relations, and that the Rector have maximum freedom in the selection of Vice-Rectors and in assigning their portfolios. Basically we see the Vice-Rectors as senior "staff" personnel whose "line" authority is derived by delegation from the authority of the Rector.

(1) By-Laws of Concordia University, Article 25.

3.4.2 The Vice-Rectors

We recommend the grouping of the present Faculties of Commerce and Administration, Engineering, and Fine Arts⁽¹⁾ under a Vice-Rector, Academic, and assigning responsibility for the Faculty of Arts and Science and the university colleges to another Vice-Rector, Academic. This division of responsibility between two Vice-Rectors, Academic, appears to us to be justified by the following considerations:

- 1) The Arts and Science area, composed of the Faculty of Arts and Science and the university colleges will be a sufficiently large operation to warrant the attention and services of a Vice-Rector, and through him representation at the highest levels.
- 2) The Schools of Commerce and Administration, Engineering, and Fine Arts have been merged into university-wide operations and are functioning well. It can be anticipated that their problems and administrative needs in the next few years will be different in a number of important respects from the newly merged operations in Arts and Science.
- 3) The major reorganization proposed for Arts and Science with its Faculty and departmental merger, and the creation of the university colleges, will place heavy demands on the vice-rectorate and will largely occupy the attention of a Vice-Rector.

(1) We recommend (Section 8.0) that these Faculties be designated as Schools.

- 4) The Schools share a number of educational goals and functions to an extent that provides a natural basis for grouping them together. They are more goal oriented insofar as they seek to train practitioners for specific professions, occupations and vocations.
- 5) This grouping of Schools will provide a context for cross-fertilization. We expect that they will together develop new programmes of a professional or semi-professional nature utilizing the resources, experience and imagination of the three Schools. Examples of the types of new programmes which might well develop could be in Industrial Design, Facility Planning and Management, and Industrial Engineering.
- 6) The presence of the two Vice-Rectors will encourage the University to further and more fully develop and articulate its specific goals, and define its needs and aspirations. It should encourage and facilitate long overdue debate on the long-term commitments of the University and its parts.
- 7) The model is in part premised on the principle of subsidiarity where appropriate and the presence of the two Vice-Rectors provides increased potential for decentralization in personnel, and contractual, budget and space, and curricular matters.

Taken together these factors provide an extremely strong case for the appointment of two Vice-Rectors. We feel that a number of them provide sufficient justification alone.

We considered the possibility of recommending that one individual carry the responsibilities of Vice-Rector, Academic, and Provost for the Arts and Science area. The Vice-Provosts would then report directly to a person carrying the title of Vice-Rector, Academic, and Provost. Such a structure might be particularly feasible given the existence of two Vice-Rectors, and the resulting reduced workload of each in comparison to one Vice-Rector. We have, however, rejected this approach, at least during the reorganization period, for a number of reasons including the following:

- 1) We believe that there will be sufficient work to warrant two such senior appointments and that the Faculty-wide responsibilities of the Arts and Science component of the University can be separated and clearly enough differentiated to permit both officers to function effectively.
- 2) We expect that the workload will be differentiated to permit the Vice-Rector to play a major off-campus representational role and hence not always be available on-campus, whereas the Provost would work internally and be readily available. During the reorganization period, ready access by the Principals, etc. to an officer having responsibility for the whole of Arts and Science will be important.
- 3) We feel that the Faculty-wide position of Provost will encourage cooperation among the divisions and a development and maintenance of a Faculty-wide spirit. The divisions ought not to develop into Faculties if the educational goals of Arts and Science are to be met.

- 4) As noted in Section 3.2.3.6, we proposed that the Provost carry the responsibility for the planning and development of the Faculty. We feel that he/she will have sufficient time to carry this duty and will be particularly effective in this role because of his/her line responsibility.

4.0 THE DEVELOPMENT, APPROVAL AND IMPLEMENTATION OF CURRICULUM

4.1 GENERAL

In the model proposed, a basic distinction is made between courses and programmes. Responsibility for courses, course content and standards is assigned to the departments, divisions and the Faculty. Responsibility for undergraduate programmes, certificates and certain diplomas is assigned to the university colleges.

We have been concerned to simplify and decentralize decision-making with respect to curriculum matters and to find means to shorten the presently very long lead time required to implement curriculum development or changes. We have also been concerned to reduce the amount of time and energy required from the members of the University who sit on various committees concerned with the approving of curriculum matters and to lessen the amount of duplication of effort that is such a marked feature of our present structure.

4.2 COURSES

The prime responsibility for the development of courses must rest with the departments who have the competence to determine the content and structure and to a large extent their sequence and the standards which must be maintained. In Section 3.2.1.3 we distinguish between a number of types of courses.

However, the initiative in developing courses can come from many sources. To the extent that courses are required to represent adequately a discipline, the initiative would ordinarily come from the department itself. On the other hand, the initiative for special purpose courses (3.2.1.3.2) might come from the colleges, to meet the need of particular programmes, or from students, or from individuals or institutions external to the University.

In considering its repertoire of courses, departments must be sensitive to the needs of the colleges and others. It is the responsibility of the division and the Faculty, and particularly the Vice-Provosts and the Provost, to insure that these needs are recognized and met, to insure that departments have the resources to meet these needs and employ them to these ends.

We recommend that, under authority delegated by the Provost, the Vice-Provosts have authority to approve course changes, additions and deletions recommended by the departments, subject to review by the Arts and Science Council.

Each Vice-Provost should be supported by a divisional curriculum committee, to which he or she should report decisions, with which he should develop procedures, from

which he should seek advice, with which he should consult on marginal cases and to which departments might appeal decisions of the Vice-Provost. The Arts and Science Council should receive and, with Senate, should be free to question decisions and ultimately decide all matters pertaining to courses.

Within the Faculty, one of the Vice-Provosts should carry a particular responsibility for curriculum to insure appropriate coordination and to prevent unwarranted duplication. At the level of the Vice-Rector, Academic, an officer, probably an Associate Vice-Rector, should carry similar responsibilities at the University level and responsibility for such liaison as is necessary with government.

4.3 PROGRAMMES

4.3.1 Introduction

To a large extent the academic goals of a university are expressed through the nature, structure and requirements of the programmes it offers. It is the programme that gives structure and organization to the student's work, and facilitates his achieving his educational objectives.

Particularly in Arts, programmes are offered and followed toward a very wide range of educational objectives. Often we have attempted to provide this diversity within a single set of degree regulations, with the result that our programmes too frequently tend to have little structure or coherence. While we are not arguing that highly structured programmes are valuable for all, we are attempting to provide a context in which a variety of programmes of different structures can be developed to meet the requirements of various educational goals and differing needs of students. We are seeking to encourage the development of programmes with reference to defined objectives.

4.3.2 Graduate Programmes

Since these programmes bear, as a rule, a particularly intimate relationship to a discipline, and provide the entrée to a professional career, we recommend that the departments continue to carry responsibility for their development and implementation, subject to the authority of the Faculty. Approval of these programmes should be given by the Arts and Science Council, as well as by the Senate and its committees, such as the University Board of Graduate Studies.

4.3.3 Undergraduate Programmes

In section 3.3.2 we set out the responsibility of university colleges to develop and implement programmes. We anticipate that the existing range of programmes will be maintained, (honours and joint honours, specialization programmes, majors and joint majors, U.S.P., etc.).

Because of the university colleges' structure, more than one type of honours, specialization, major or minor programme will be available in virtually all disciplines. For instance, one college, following a liberal tradition, might have a general major requirement of six courses, with two at the 300- and three at the 400-level. The student's choice of courses would, in such a programme, be limited only by the prerequisite structure of a particular discipline. A second college, again in the liberal tradition, might develop a range of structured majors with an historical orientation and a chronological sequence. Here the student would follow a largely predetermined pattern of study with a limited range of choice. Yet a third college might establish programmes to facilitate entré into various occupations, and hence provide structured majors with a number of required courses selected to meet the training or skill required of a particular set of employees. Hypothetical examples of these three majors, using political science as an example, follow:

College I - A college in the liberal tradition with little structure to its programmes and few specific course or sequence requirements.

"The major shall be composed of at least six but not more than eight courses in Political Science. No more than one course shall be at the 200-level. At least two courses shall be followed at the 300-level and at least three courses at the 400-level.

College II - A college in the liberal tradition with structured programmes and tending to require specific courses.

"The major shall be composed of either seven or eight courses in Political Science, and shall include the following:

History of Political Theory
Government and Politics of Canada
Government and Politics of the U.S. or Political
Systems of Western Society or Soviet Politics
Canadian Federalism or Politics of Québec
Problems and Concepts of Political Theory
Political Parties or International Politics

Students also shall take the following courses:

Canadian Economic Policy
History of Economic Thought
Canadian Social Structure or Québec Society
Political Sociology or History of Sociological
Theory

Philosophy of Law or Political Philosophy"

College III - A college providing programmes aimed at providing entrance to careers at the sub-professional level.

"The major shall consist of the following courses in Political Science:

Government of Canada
Québec Politics
Canadian Federalism
Problems of Public Administration
Urban Politics
International Relations
History of Political Thought
Government of the U.S. or Government of Russia or
West European Governments

In addition the student shall take the following:

Statistics 1
Statistics 2
Canadian Economic Policy
Canadian Economic History
Economics of the Public Sector
Canadian Social Structure or Québec Society

Each of the above programmes would qualify the student to graduate with a major in political science, but according to the programme structure of each of three different colleges.

Beyond the requirements for such designation of majors, colleges might develop programmes on some broader base. The programmes of Stanford College and St. John College, while each of a four-year duration, will serve as examples. These programmes will be found in Appendix 3.

The development and implementation of undergraduate programmes is the responsibility of colleges. The approval of the Arts and Science Council should be required for all major changes in programmes. Senate must approve the introduction of new programme types, and should carry out a periodic appraisal of undergraduate programmes, as it presently does of graduate programmes through the University Board of Graduate Studies.

In the development and implementation of programmes, colleges should draw as much as possible on the repertoire of basic undergraduate courses (3.2.1.3.1) provided by departments. Where warranted by enrollment or otherwise, special sections of such courses should be arranged by departments for the benefit of particular colleges. Where the course needs of programmes cannot be met from these courses, then the Principals should negotiate with departments through the Chairmen, Vice-Provost and Provost for the introduction of Special Purpose Undergraduate Courses (3.2.1.3.2).

It should be the responsibility of colleges to arrange seminars, tutorials and occasional lectures appropriate to the needs and goals of its programmes. We also recommend that the university colleges have authority to offer a small number of courses of their own.

4.3.4 Interdisciplinary Programmes

We have considered carefully a number of approaches to the development and administration of interdisciplinary programmes, including the formation of a single college to house such programmes. We have concluded that the best interests of these programmes and their students would be served by encouraging each of the colleges to develop interdisciplinary programmes appropriate to their range of activity. In the frame of examples already used, it would be appropriate therefore for a college concerned with providing programmes with a vocational preparation orientation to offer certain interdisciplinary programmes, as for instance in urban studies. Another college devoted to offering programmes in the tradition of liberal education should offer others in such areas as women's studies or Canadian studies.

However, since interdisciplinary programmes require courses and resources, it is necessary that administrative provision be made for interdisciplinary work in the Faculty as well as in the college structure. We therefore recommend that a Center of Interdisciplinary Studies be maintained, with a director having the status of a department chairman. Moreover, one of the Vice-Provosts should carry responsibility for interdisciplinary studies as one of his Faculty-wide responsibilities. The Centre would not be housed in one of the divisions.

4.3.5 Non-Credit Courses and Programmes, and Independent Students

Both Loyola and Sir George Williams have enrolled large numbers of independent students.

They will remain an important constituency with distinct needs and aspirations. Both institutions have also provided a variety of useful non-credit courses and programmes.

We recommend the formation of a university college with specific responsibility for independent students following credit and non-credit courses, and for the development of non-credit courses and programmes.

4.4 ACADEMIC LEGISLATIVE BODIES

4.4.1 Introduction

Ultimate academic authority in the University rests with the Board of Governors, which is charged with "the management of the affairs of the University"⁽¹⁾ and has "superintending and reforming power over all activities in or connected with Concordia University". The By-Laws of the Board also state:

"All organizations deemed to be connected with the University together with their constitutions...(are) subject to the control and approval of the Board. The Board...(has) the right to overrule any act which it considers detrimental to the work or purposes of the University."⁽²⁾

The Board has specifically retained power and authority over such matters as the approval, inauguration or discontinuance of programmes or courses of study.⁽³⁾ However, much academic authority has been passed by the Board to Senate. The constitution of Senate states:

"Senate derives its authority from the Board of Governors. Senate shall have final authority in all matters pertaining to the academic programmes of the University."

The terms of reference of the Faculty Councils are much more limited. They have final authority only over certain student requests. However, they may make recommendations on any matter to the Senate or the appropriate administrative officer.

(1) By-Laws of Concordia University, Article 11.

(2) " " " " Article 29.

(3) " " " " Article 30.

4.4.2 The Arts and Science Council

We recommend that an Arts and Science Council be established, with a mandate similar to that of the existing Faculty councils, as the principal legislative body for the Faculty of Arts and Science and the university colleges.

In the first instance,* the membership of the Council should be:

- The Rector (ex officio)
- The Vice-Rector, Academic (ex officio)
- The Provost (ex officio) - Chairman
- The Principals (ex officio - 6?)
- The Vice-Provosts (ex officio)
- One Fellow elected by each university college (6?)
- 24 elected faculty members**
- 2 Graduate students
- 8 Undergraduate students

The Council should receive recommendations from the university colleges in consultation with the departments for the approval of undergraduate programmes, and from the departments for the approval of graduate programmes, and in turn recommend programmes to Senate for approval. The Council should review annually course changes which have been approved by the department chairmen and the Vice-Provosts, and report appropriately to Senate. As at present, the Council should be competent to make recommendations on any matter to the Senate.

*We recommend that this membership structure be an interim arrangement, for 1977-78; and that the interim Council be charged with the responsibility of defining a permanent structure, and recommending to Senate no later than March 1978.

**We recommend that the divisions elect faculty representatives as follows:

Humanities - 8
Social Sciences - 6
Natural, Biological & Life Sciences - 6
Applied Disciplines - 4

No more than one person shall be elected from any one department. The chairmen are eligible for election. In cases where the number of departments is greater than the number of positions (e.g. in Humanities, there are 10 departments and 8 positions), we recommend that constituencies be formed (e.g. Religion/Theology would elect one member, similarly, Classics/Modern Languages and Linguistics).

4.4.3 The Senate

We recommend that the constitution of Senate remain unchanged except as to membership. Senate should approve, prior to implementation, all new programmes and all major changes in programmes. We recommend that it should discontinue the practice of dealing with course changes, additions or deletions, or minor programme changes prior to implementation. It is our opinion that it can discharge its responsibility adequately by annual review of such minor modifications.

5.0 PERSONNEL POLICY AND PRACTICE

5.1 INTRODUCTION

As there are risks of students becoming lost in a large institution, there are risks that service to the members of the faculty will become depersonalized, overly rigid and overly automatic. To avoid these dangers, we recommend the greatest possible decentralization of decision-making, and the maximum appropriate use of peer judgement and leadership. To this end, we recommend that in the case of Arts and Science, a number of decisions now taken at the Faculty level take place at the level of the division, and that certain actions which now take place at the level of the University take place at the level of the Faculty.

5.2 APPOINTMENTS

It shall be the responsibility of departments to carry out searches for faculty, and to recommend individuals for appointment within the personnel policies of the University.

In the case of individuals being recommended for appointment within the 'protected roster' of departments (3.2.1.6) to staff graduate programmes and courses and to teach the basic undergraduate courses, the responsibility for search and recommendation should rest solely with the department. However, when personnel are sought primarily or largely to teach special purpose courses (3.2.1.3.2), then the search process should involve representation from the college or colleges whose programmes are concerned. In such cases, recommendation for appointment should come forward to the division with the approval of the departmental chairman and the appropriate Principal(s).

Coordination of appointment procedures, and such supervision as is necessary, should come from the authority of the Provost exercised through the Vice-Provosts.

Letters of appointment should be issued by the Provost, in accordance with University policy.

$2 \times 8 = 24$
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5.2.1 The Allocation of Faculty Positions

The allocation of faculty positions to departments shall be the responsibility of the appropriate Vice-Rector, Academic, acting on the advice of the Provost and the appropriate Principals.

As set out in Section 3.2.1.6, each department should possess a protected roster of that number of instructors required to represent the discipline, to teach the basic undergraduate courses and meet the needs of its graduate programme. Except in very unusual circumstances, appointments to fill vacancies in this roster should not require the reallocation of the position to the department.

While all members of faculty shall be appointed in departments, the Vice-Rector or Provost may specify that certain positions, not in the protected roster, are for specific purposes, such as the programme needs of a particular university college.

5.2.2 Cross Appointments

Now. Particularly in the case of departments in the division of applied disciplines in Arts and Science, every effort should be made to cross-appoint faculty members to academic departments. Thus a specialist in the philosophy of education appointed in the Department of Education should be suitable for simultaneous appointment in the Department of Philosophy, and members of the Philosophy Department should be involved in the search procedures. We recommend that individuals in these applied departments at this time receive such cross appointments with the implementation of this report.

This proposal will serve, in certain cases, to enhance the reputation of applied departments, to insure their integration into the mainstream of the Faculty, to facilitate research, and to provide a desirable cross stimulation.

Members of academic departments should be encouraged to teach in the applied disciplines. Thus a member of the Department of Philosophy with a minor specialty in the philosophy of education might teach a course in the Department of Education.

6.0 BUDGET

6.1 GENERAL

We have been concerned throughout our deliberations not to create a model with inherent costs that would be beyond the reasonable capacity of the University. While we have made various calculations of costs, we do not feel able, at this time, to provide a detailed budgetary statement.

We have asked Dean Berczi to prepare sets of cost estimates after appropriate consultation in the faculties involved. His findings will be made available to the Rector. His preliminary data strongly suggests that this proposal can be largely implemented by transfers within the totality of the Arts and Science budgets.

6.2 OPERATING BUDGET

6.2.1 The Faculty

The operating budget of the Faculty of Arts and Science should, in the first instance, be more or less the sum of the budgets of the existing Faculties whose merger is proposed and the budgets of the departments be those of the existing departments merged or standing alone. This reflects the very high proportion of these operating budgets that is devoted to salaries. Within the Faculty the savings in stipends of the positions of Deans, Associate and Assistant Deans, and department chairmen eliminated should provide ample funding for the divisional positions created. There will, in all probability, be savings of stipends that could be transferred to the administrative operating budget of the university colleges.

It is our opinion that the Provost must be given the widest possible latitude in the distribution of the Faculty's budget. However, ordinarily the detailed distribution to departments should be the responsibility of the Vice-Provosts using authority delegated by the Provost. To the greatest extent possible, budgetary authority should be delegated to department chairmen so that the spending by departments can closely reflect departmental needs and priorities. However, the Provost and the Vice-Provosts must insure that resources are allocated to take appropriate account of the course needs of the programmes of the university colleges.

6.2.2 The University Colleges

The university colleges will require funds, in an operating budget, to staff a small number of courses of their own and to provide seminars and lectures by visiting scholars. They must also have the funds to develop the social life and activities that will in time build the unique character and personality of the individual colleges and to provide appropriate amenities for faculty and students.

Without attempting to be specific, we suggest that each college have a basic budget containing funds for instructors, seminar leaders, visiting lecturers, basic amenities, etc. that is not related to enrollment. It should have another budget segment related to enrollment to provide additional services and amenities.

We believe that the salary of the Principal and his support personnel such as secretaries should be attributed to the college. However, no transfer of funds should be necessary for the fellows or for faculty who may teach special sections of courses or departmentally sponsored courses for the college. The salaries of Registrar's office and other personnel seconded to serve colleges might be pro-rated. Consideration could be given to assigning some janitorial staff to the direct control of the Principal. Responsibility for the budget of a university college should rest with the Principal.

6.3 CAPITAL BUDGET

6.3.1 The Faculty

We do not foresee the need to alter existing capital budget procedures for the Faculty. As with the operating budget, the basic distribution to divisions should be made by the Provost with detailed distribution occurring at the divisional level.

6.3.2 The University Colleges

The university colleges will obviously require initial capital funding for appropriate building modifications and furnishings. We feel that it is important that thereafter a capital budget be provided annually to the Principal to insure both appropriate replacement of furnishings and also additional purchasing as needed to support the particular 'life style' of each college.

6.4 SPECIAL COLLEGE SERVICES

If the university colleges are to be able to provide certain levels of eating and drinking services, we recognize that particular budget arrangements will be required consistent with University policy. However, we do not feel that there is any urgent need to detail them in this report.

Through their own Boards or Advisory Councils, the university colleges should be able to solicit funds from the general public with the assistance of the University and in a manner consistent and coordinated with University policy.

7.0 GRADUATE STUDIES AND RESEARCH

The proposal is designed, in part, to benefit graduate teaching and research within Arts and Science areas. Graduate courses must be taught by those best qualified. The terms of merger, while allowing Loyola participation in Sir George graduate programmes, have tended to establish arbitrary distinctions. Unified departments will facilitate the use of our best scholars.

Improvement in the quality and amount of productive research is, we believe, an almost inevitable consequence of the merger of the departments, and the clustering of departments within a division to encourage common research interests. Under the present system, with separate departments operating on two campuses, certain faculty members have had a course load that mitigates against competitive research. The Faculty of Arts and Science, by a judicious employment of human resources, will provide more time for those whose talents are research oriented.

More rational utilization of research facilities is another aim of the proposed model.

Part of the mandate of each Vice-Provost will be to encourage research within his/her division. One of the Vice-Provosts will have a Faculty-wide responsibility for research policy. In this type of milieu, research should prosper.

The Conseil des Universités has recognized certain grands axes at Concordia. "...des axes, qui concernant des secteurs disciplinaires ou interdisciplinaires

identifiés dans les grilles de profil de spécialisation que contenait le Cahier I; ces axes, privilégiés par l'établissement, sont à développer ou à maintenir à leur niveau actuel".

Our acknowledged axes are in Commerce and Administration, Engineering, and Fine Arts. The writers of this report believe that axes now exist in certain areas of Arts and Science. These have not been fully exploited in our submissions to the Conseil. The divisional structure here proposed has as a major objective the maintenance of, and the promotion of, certain grands axes within Arts and Science.

The Faculty of Arts and Science, based upon 1976-77 data, would house 53% of the graduate students at Concordia, 549 full-time and 835 part-time.

7.1 DEAN OF GRADUATE STUDIES AND VICE-RECTOR, RESEARCH

In the present system, the Dean of Graduate Studies has a staff responsibility to the one Vice-Rector, Academic. With two Vice-Rectors, Academic, the Dean of Graduate Studies would be responsible to two individuals.

Concordia is the only Quebec university without the position of Vice-Rector, Research. It is our view that this apparent down-grading of research by Concordia has produced too low an external profile within the Quebec system.

There is an intimate relationship between graduate studies and research. This interdependence is recognized throughout English-speaking North America by the use of the title 'Dean of Graduate Studies and Research'. At the Canadian Association of Graduate Schools, and at other similar organizations, the Concordia Dean of Graduate Studies would provide more effective representation if this dual responsibility were recognized.

McGill University has solved these problems by making the Dean of Graduate Studies also the Vice-Rector, Research.

In the organization proposed in this model, where the dual responsibility for graduate studies and research is acknowledged, the situation referred to in the first paragraph would be avoided, and certain evident lacunae would be remedied.

(We note that this recommendation lies outside our mandate, and indeed it is beyond the powers of Senate; nevertheless we commend such an arrangement to the Rector.)

8.0 SCHOOLS OF COMMERCE AND ADMINISTRATION, ENGINEERING,
AND FINE ARTS

Although not essential to the concept of the proposed academic organization, we recommend that the Faculties of Commerce and Administration, Engineering, and Fine Arts be renamed respectively:

School of Commerce and Administration
School of Engineering
School of Fine Arts

We note that such labels are consistent with titles of such academic units elsewhere in Quebec and North America, and the use of the different label for these units identifies the difference in role and function of a "School" in these units, and the "Faculty" and "Colleges" in the Arts and Science part of the University.

The proper functioning of the colleges appears to require that the colleges be assigned a major role in undergraduate admission, registration and student records; and that the colleges have their own calendars and promotional material. We believe that in many respects similar decentralization of these functions for the Schools will result in more effective recruitment and academic advising, although some central coordination must be retained.

In order to accommodate the extensive use of one-term courses in the Schools, and the wide variety of formats appropriate to the learning experiences offered in them, more operational freedom in terms of timetables, starting, finishing, and examination dates would be helpful.

Again, in many respects learning, teaching, and research of the members of the Schools will be facilitated by decentralized facilities, such as library services.

Academic regulations should continue to be tailored in great part to the specific goals and objectives of the particular School. The recent division of Convocation into ceremonies sponsored by individual Faculties is consistent with the above changes.

9.0 COMMUNITY PARTICIPATION, SERVICE AND LEADERSHIP

The community looks to the University and its components to provide a wide range of educational services, to be major centres for research and to exhibit leadership in developing viewpoints and attitudes toward many social questions.

In addition to the improved educational and research services discussed elsewhere which Concordia University will provide under the proposed academic organization, we believe that, in several respects, it will be more effective in its leadership role.

The University College Boards will provide to a considerable number of persons in the community an opportunity to identify with, to contribute to, and to take part in many ways in the life of one or other of the colleges. Through such input, we expect that the programmes of the colleges will reflect in many cases the needs of certain elements of the community more directly than at present. We expect that as a result of such community input and the relatively distinct function or purpose of each college, faculty and students of some colleges will consider more intensely current social issues than at present through their discussions, seminars, courses and programmes.

The proposed organization has, as one of its advantages, the possibility of close liaison and help from the community at large or ethnic and special interest groups within it. For example, a college may have as one of its programmes a special emphasis on ethnic and/or native studies and may have members of the respective community

group sitting on a college consultative committee and assisting in the development of the programme and providing financial, archival and/or other assistance.

Also, the proposed academic organization places a number of experienced, informed and dedicated educators, the Principals, in a position to be aware of the concerns and interests of certain elements of the community and, because of their limited administrative responsibilities, to have sufficient time to study and discuss such issues in the public media. The present structure inhibits, because of the large volume of administrative work, the involvement of most University administrators in such debates.

Of course, the leadership role of the University will, in great part, be effected as usual through the involvement in many ways of faculty members in their professional associations, learned societies, and journals and in numerous other educational and governmental agencies. The University, while respecting the primary academic responsibilities of the faculty member, should encourage such activity which would reflect the academic interests and competence of the professor.

We note that in recent years, a number of university level educational institutions have sought affiliations with universities. We anticipate that the proposed model will make it possible to provide the proper environment for the affiliation of such groups with Concordia University and to permit them to carry out their work more effectively.

10.0 IMPLEMENTATION

10.1 INTRODUCTION

In our opinion there should be no significant delay in moving to implementation of this report, if it is accepted by the Senate. There has been prolonged uncertainty about the future of Science, and concern about the operation of graduate programmes. To a somewhat lesser extent, there has been uncertainty about the future organization of Arts. Very strong reasons would have to be advanced to justify further delays, and their inevitable costs, if there is basic acceptance of the model proposed. It must be accepted that, with any model, not every 'i' can be dotted, nor every 't' crossed.

10.2 SCHEDULE OF IMPLEMENTATION

It is strongly urged that all necessary debates take place to permit voting on a motion to adopt the recommendations on February 25, 1977.

If this report is adopted on this schedule, we then recommend the following dates of implementation. A delay of one month in adoption by Senate would almost certainly force an implementation delay of one year.

1. Vice-Rectors: appointed by Rector
March/April 1977
term is 5 years maximum, renewable
2. Provost: search committee established in March/
April 1977 with May 31 deadline
chaired by Vice-Rector
term is 5 years maximum, renewable
(Note that although it is tempting to
appoint an Acting Provost for 1977-78,
it is essential that the permanent
Provost be in place by June 1977.)
3. Arts & Science Council Elections
April/May 1977
4. Departments (unified):
effective June 1, 1977.
5. Interim Department Chairmen 1977-78:⁽¹⁾
effective June 1, 1977, when the sister
departments become one, the 2 chairmen
shall become co-chairmen of the unified
department. Their term as co-chairmen
shall expire May 31, 1978. (Note: we
appreciate that the concept of co-chairmen,
for 1977-78, is not without potential
difficulties. However, this arrangement
does work at the University of Western
Ontario, and we believe that, with good will,
it will be an acceptable solution under the
circumstances.)

(1) The term chairman is used for convenience but without sexual implication: chairman=chairwoman=chairperson.

6. Department Chairmen:

Provost will establish, in the Fall of 1977, departmental chairmen search committees, using the procedures outlined in Appendix 11. (Eventually the Faculty of Arts and Science will establish its own search procedures.) Permanent chairmen will be appointed effective June 1, 1978.

7. Divisions: the four divisions exist effective June 1, 1977.

8. Faculty of Arts and Science:
effective June 1, 1977.

9. Arts and Science Council:
effective June 1, 1977.

10. Vice-Provosts:
appointed by Provost as soon as possible after his/her appointment in June 1977.

11. Principals of Colleges A,B,C,D:

appointed initially by Vice-Rector in consultation, effective September 1, 1977. Subsequent appointments should be by the Rector or Vice-Rector following nominations from within the college. Principal devotes 1977-78 to planning, assigning existing undergraduate programmes, choosing fellows and a Board, producing calendar for 1978-79, arranging registration, etc.

What safeguard on selection of Fellows?

12. Colleges A,B,C,D:

come into existence as paper-entities September 1977. Admit first students June or September 1978. (Note that if colleges are not created until June 1978, admission of students, etc. would not take place until 1979-80.)

*Preregistration must be ready for March/78
Schedules due by Dec/77 before programs available*

13. Colleges X,Y,Z:

to come into existence by September 1979.

14. Undergraduate Course Classification:

be implemented by calling on departments to report to the Arts and Science Council their list of basic undergraduate courses by December 15, 1977.

10.3 THE FIRST UNIVERSITY COLLEGES

We have deliberately not attempted to recommend the full repertoire of university colleges. Rather, we have chosen to recommend the formation of an initial set of university colleges sufficient for the application of the proposed model, thereby to open a door and set a direction. We anticipate that in the year or two following initial implementation, debate and planning will take place to complete the first full set of colleges by the fall of 1979. By that date, full implementation of the model should be complete.

As a necessary transition measure, we recommend the formation of the following five colleges to contain the existing undergraduate programmes of Concordia. Necessarily, they will contain more than the ideal numbers of students.

10.3.1 University Colleges One and Two

A primary function of a Faculty of Arts and Science must be always to provide education for its own sake without reference to particular vocational goals. Indeed, historically this has been the principal contribution of such Faculties. Today there is no consensus on the structure or content of degree programmes of this sort. But that is not a justification to abandon all attempts to develop structures and coherent programmes. Rather, we should seek to provide a plurality of programmes reflecting various of the important philosophies and traditions of liberal and general education.

We recommend that a university college be established on each campus to contain, for the time being, all undergraduate programmes which do not have a principal aim of providing a vocationally oriented education. At the outset one college would offer the present honours, specialization, major, minor and joint programmes of the Loyola Faculty of Arts and Science, the other the programmes of the Sir George Williams Faculties of Arts and Science. Each of colleges one and two will then initially contain programmes based on quite different educational philosophies. Early attention must be given by these colleges to clarifying the underlying values, goals and philosophies of their programmes and to insuring that the programmes reflect accurately their purposes. The fellows and others concerned with guiding the colleges must be, or become, thoroughly familiar with the history of liberal education and with current developments in the tradition.

At a second but early phase in the evolution of the university colleges, other colleges should be established to provide programmes expressing particular educational philosophies and orientations. To be more precise, we recommend that consideration be given to founding a college whose programmes would have relatively little formal predetermined structure; programmes similar in genre to the 'New Programme' of the University of Toronto or the programme introduced at Harvard as a result of the lifting of the restrictions implicit in the general education programme.

The selection of courses by particular students would be individualized and would follow careful counselling. We urge that other university colleges assume responsibility for programmes of greater structure and expressing rather precise educational values and orientation. The programmes of these university colleges might well be similar in genre to those of St. Johns College, Amherst College or Stanford University (See Appendix 3).

The university colleges of the latter type could be well served by a Board containing among its members individuals from other major institutions whose programmes express the orientation of the college.

10.3.2 University_College_Three

Both Sir George Williams and Loyola have established traditions of offering the opportunity of higher education to students who are also employed. Indeed they have both pioneered in providing university-level studies on a part-time basis, and in the evening hours. A high proportion of our evening students have followed programmes for the purpose of improving their vocational competence or status. Among the full-time students of both institutions there has always been a large number of students with rather clear occupational goals who perceived their studies as either a specific preparation or means of entrée to particular types of careers. We believe that it is imperative that Concordia maintain and indeed improve its service to such students. Moreover, we expect that as a result of the introduction of the CEGEP level of education and the prevailing state of the economy, there will be an increase in the proportion of students who will see higher education as a means of improving their vocational prospects. This tendency is already being expressed in the increased demand for places in the School of Commerce and Administration.

It seems to us appropriate that one of the university colleges accept responsibility for developing programmes in the arts and sciences for those who have rather precise vocational aspirations. This college should operate on both campuses, and elsewhere, to the convenience of its students. The orientation of such programmes is not that of those in the liberal tradition. It is our opinion that the attempt to provide a common set of regulations for programmes in the liberal tradition, and those with a vocational orientation, is not in the best interests of either.

The programmes of this college should be developed and reviewed with particular attention to the knowledge and skills necessary to function adequately in particular vocations at a sub-professional level, to providing a basis for continuing adaptability, and for probable further training. To the greatest extent possible the programmes also should provide the student with a liberalizing educational experience.

Initially this college should absorb the existing vocationally-oriented programmes of the University, such as those in Journalism, Library Studies, and Early Childhood Education. However, from the outset it must also contain a repertoire of honours, specialized and major programmes in virtually all of the disciplines of the Faculty. Some of these might well be modelled on the cooperative programmes of the University of Waterloo.

We anticipate that the programmes of this college will be of particular importance to students in science.

The Principal and fellows of college three must maintain a continuing liaison both with the departments of the Faculty of Arts and Science and with the present and probable employers of graduates. Ordinarily much of the necessary expertise will be available from the departments, but departmental opinion alone will almost certainly not be sufficient.

In the case of this college, the fellows would also play a role as coordinators or directors of the vocationally-oriented programmes of a particular discipline or area. In this role, they would also represent their department to the college and the college to their department.

Early consideration should be given to forming a Board for this college, drawing informed and senior representatives from a number of employer categories. These individuals must have a demonstrated interest in and concern for higher education. It should be their duty to facilitate liaison with and support from the employers.

In the second phase of the formation of colleges, we believe that this college should consider encouraging the formation of a separate college concerning itself with the development of programmes aimed specifically at providing entrée to careers in public service administration. A rough sketch of the programmes of such a college is attached as Appendix 6. Also at the second phase, a college might well be formed to house all of the programmes designed to train teachers and other school personnel.

10.3.3 University_College_Four

We recommend the formation of a university college to provide programmes expressing the historic Catholic educational tradition. While this college should be based on the Loyola campus, it should also function on the Sir George Williams campus. This college should maintain appropriate liaison with other major Catholic institutions and universities, as well as with the Catholic populations, by means of a Board.

In the future, consideration should be given to establishing other university colleges reflecting other religious or cultural traditions.

10.3.4 University_College_Five

A university college should be founded to serve the needs of independent students, to provide non-credit courses and programmes, and to carry the teaching services of the University to off-campus locales. This college might well coordinate much or all of the University's offerings of these types, whether or not in Arts and Science. This college would initially absorb our present continuing education operations. In the future, it might be well to consider forming a separate university college to provide off-campus courses.

The majority of the fellows of this college would necessarily come from the Faculty of Arts and Science. However, some of the fellows might be recruited from elsewhere. It is likely that this college could be well served by a Board with strong ties to the community, and in particular to bodies such as the alumni.

The principal locale of college five need not necessarily be on either of the existing campuses. It might be located, for example, in the West Island, or indeed have branches in a number of new geographical locations (West Island, South Shore, Lachute).

10.4 SPACE AND FACILITIES

It is our opinion that the various buildings owned by the University will be adequate to permit initial implementation of this model. To a large extent, the academic departments are adequately housed for the time being. A number of houses are among the more than 30 buildings owned by the University. Some of the houses on the west side of Mackay Street, or the east side of Bishop Street, could be used to meet the needs of the colleges on the Sir George Williams campus. It should be noted that Innes College at the University of Toronto was initially housed in just such premises. Other appropriate arrangements can be made at Loyola.

This model has obvious far-reaching implications for the space planning of the University. It must be taken into account immediately in all space planning for facilities such as the library.

11.0 APPENDICES11.1 IMPLICATIONS OF THE MODEL FOR MEMBERS OF THE FACULTY

We recognize that a restructuring of the University of the magnitude contemplated by this report will inevitably produce anxieties among members of the Faculty. There have already been anxieties produced as a result of the probability or certainty of change and uncertainty as to the direction change is likely to take.

We have attempted to anticipate the effects of these changes on a number of types of individuals and feel that the following hypothetical examples may help to clarify the situation.

Example 1.

Some individuals may well seek to minimize the impact of the new model on their academic lives. For most this should be entirely possible. We can foresee individuals who will not change the locale of their offices, labs or research and who will maintain the same research and intellectual collaboration as they have at present, who will live their lives almost exclusively within their department and continue to teach the same graduate and undergraduate courses as at present.

Example 2.

Some individuals may maintain their present locale and role within their department and in fact make no alteration in their patterns of friendship and collaboration within the department. However, because of their teaching interests or indeed by reason of personality they might be asked to offer a course or section of a course for a particular college. Beyond this marginal association with one of the university colleges their lives need change little.

Example 3.

Other individuals without particularly lessening loyalty to discipline, department or campus might seek a close association with one of the colleges by reason of commitment to an educational goal or function. Such an individual could well continue his research and graduate teaching in the department and maintain his professional collaboration but in addition teach a course for a college and be associated with it as a fellow.

Example 4.

There will be no doubt individuals who will conclude that their research or teaching interests can be facilitated by a change of campus and of immediate colleagues. It should be possible to accommodate many such preferences.

Great care should be exercised by chairmen to take account of and accommodate the preferences of individuals. The Vice-Provosts and the Provost must be sympathetic to these preferences.

11.2 THE MERGER OF DEPARTMENTS

The implementation timetable of this report calls for the merger of departments on June 1, 1977. We are fully aware that this step cannot be carried out without significant disruption, and is very likely to create anxiety in some quarters. On balance, we have concluded that the interests of the University require that merger take place. We have also concluded that postponement of merger will not alleviate anxiety or lessen disruption sufficiently to warrant it, and would indeed have its own costs. Moreover, we are confident that the merger of departments will be welcomed in the case of a significant number of departments, and can be accomplished with minimal disruption in the case of the majority.

We will not attempt to set out all of the advantages of departmental merger, but draw attention to certain of the gains.

- 1) In too many cases the departments of the Faculties concerned lack the full-time personnel and specialties to meet fully their responsibilities to their students and to the graduate and undergraduate programmes. With merger and through time this situation can be significantly improved. We cannot foresee that the University will have the funds necessary to augment departments significantly. Even if additional personnel could be justified at this time there would be a risk that we would be adding personnel warranted in the short run but who could well become redundant as enrollment declines.
- 2) A number of the departments in the existing Faculties have not had the resources available to provide an adequate base to offer graduate programmes, whereas the merged departments would have the necessary faculty base; we recommend that with merger the University should consider implementing a number of new programmes at the master's and doctoral levels.

3. We foresee that the merged departments would, where appropriate, eliminate certain activities and standardize certain policies and practices. But we also foresee that a number of merged departments could and should expand their activities and improve their services.
4. Merger should facilitate long-term departmental planning with respect to personnel and other resources. In particular, it would facilitate the planning of appointments and hiring and will minimize the risks of future faculty redundancies.
5. The new programme potential created by merger of departments and the opportunities it will afford for rational planning and the optimum use of faculty will enhance the security of the faculty in a period of declining enrollment.
6. The increase in personnel resources made available to departments by merger should increase the ability of departments to make replacements for members on leave and hence foster the leave-granting capacity of the University. It should also facilitate timetable and other arrangements to encourage research and publication.
7. The fact of merger would remove a foundation for unproductive rivalry and unfounded and unwarranted suspicion between two essentially similar departments. These dangers would be heightened in a period of declining enrollment.
8. The merging of departments will certainly facilitate the development of a single set of personnel policies and procedures.
9. Concordia's experience of merging departments in Commerce and Administration, Engineering and Fine Arts demonstrates that most of the anticipated difficulties can be overcome in a relatively short time.

We are aware of a number of objections to merger of departments that have been or can be raised:

- 1) Certain departments have developed a particular orientation, achieved excellence and esprit de corps as a result of careful and far-sighted planning and careful personnel selection. These processes did not anticipate merger, and it is no reflection on the sister department that merger will be seen as a threat and potentially a retrograde step which could have deleterious consequences for both teaching and research. The fact of a multi-campus operation can be exploited to minimize these consequences and can be utilized in a limited number of cases.
- 2) Certain departments can point out that, at the present time, their sections and programmes are fully enrolled, that there is adequate demand to warrant maintenance of the status quo, and that they have available the faculty resources to represent their discipline and meet the needs of the programmes and students. The probable decline in undergraduate enrollment in the decade ahead could significantly and even radically alter this situation. Merger would be better and more easily accomplished now rather than under such pressures.

11.3 EXAMPLES OF STRUCTURED UNDERGRADUATE PROGRAMMES11.3.1 St. John College

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Seminar	Seminar	Seminar	Seminar
Language Tutorial	Language Tutorial	Language Tutorial	Language Tutorial
Greek	Greek	German *	French
English	English		
Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial	Mathematics Tutorial
Music Tutorial	Music Tutorial (first semester)		
Laboratory Biology (first semester)	Laboratory Chemistry (first semester)	Laboratory Biology Mechanics	Laboratory Electromagnetism
Theory of Measurement (second semester)	Optics (second semester)		Laboratory Projects
Formal Lecture	Formal Lecture	Formal Lecture	Thesis Writing Formal Lecture

* Recently the German Tutorial has been replaced by two years of French Tutorial. This action is tentative, however.

11.3.2 Stanford University

I. Requirements for all students:

English (composition and literature) (one year)

This requirement increases by one quarter the old requirement and gives greater emphasis to literature than formerly. A one-quarter remedial course which formerly granted credit is retained for those deficient on placement tests but gives no credit. The first quarter of the required course may be satisfied by advanced placement test.

History of Western civilization (one year)

Foreign language or mathematics

The old option is retained, but the entrance requirements make improbable the chance that students will not have some experience in both areas. Students who elect language will either begin at a level beyond the minimum required for entrance or begin a new language. Credit by advanced placement tests for achievement at the level of advanced college courses is granted in both language and mathematics.

II. Area requirements for all students:

All students must satisfy requirements in the two areas in which they do not major.

Humanities (8 units distributed over two groups)

1. Art, architecture, music, speech, and drama
2. Philosophy and religion
3. Literature

Social sciences (2 of the six 5-unit courses listed)

1. Anthropology
2. Economics
3. Geography
4. Political science
5. Psychology
6. Sociology

Natural sciences

- (a) For those who have had biology in high school but no physical science, one of the following sequences:
 1. A general physical science course (9 units)
 2. Either of two courses in physics (13 or 15 units)
 3. Introductory chemistry (13 units)
 4. Mineral sciences (10 units)
- (b) For those who have had no biology in high school:
 1. General biology (3 quarters) or
 2. Botany and invertebrate zoology (2 quarters)
- (c) For those who have had both biology and physical science in high school, any of the above sequences

III. Requirements for all candidates for the Bachelor of Arts degree:

1. Senior Colloquium

Two colloquiums (each one quarter and each granted 2 units)

2. Additional natural science to bring total science courses to 17 units (9 units in area requirements plus 8) to be chosen from:

- (a) All science courses listed in the area requirements
- (b) Mathematics courses listed in I above

(c) Logic

3. A choice of one of the following:

- (a) Elementary Mathematical Analysis or an advanced course
- (b) Logic
- (c) Statistics (a choice of two courses, one for psychology majors)
- (d) Four additional units of foreign language

11.4

AN EXAMPLE OF AN UNSTRUCTURED UNDERGRADUATE PROGRAMME - UNIVERSITY OF TORONTO

The following degrees are offered by the Faculty

Degree	Abbreviation	Number of Credits Required
Bachelor of Arts (Three-Year)	B.A.	15
Bachelor of Arts (Four-Year)	B.A.	20
Bachelor of Science (Three-Year)	B.Sc.	15
Bachelor of Science (Four-Year)	B.Sc.	20
Bachelor of Commerce	B.Com.	23

Courses

Courses are identified by a 3 letter prefix as indicated in the Table of Contents, a 3 digit number and a suffix. The number generally indicates the level of difficulty of the course e.g. a 100-series number would normally indicate an introductory course. The single letter suffix indicates the credit value and the period over which the course is offered. The suffixes are explained in the Key to Course Descriptions on page 49.

OLD REGULATIONS

The following regulations apply only to the end of the 1976 Summer Session.

Requirements for B.A. Degree (Three-Year)

Students will be entitled to receive a Bachelor of Arts Degree (Three-Year) when they have:

1. Obtained standing in 15 credits. No more than 6 of these credits may be in the 100-series courses and at least 3 must be 300- or 400-series courses.
2. Obtained a final mark of 60% or better (i.e. a grading of "C" or higher) in each of at least 8 of the 15 courses. Of the 8 credits at least 4 must be 200- or higher series courses.

Requirements for B.A. Degree (Four-Year)

Students will be entitled to receive a Bachelor of Arts Degree (Four-Year) and to have the designation Bachelor of Arts (Four-Year) entered on their record when they have:

1. Qualified for a 15 credit B.A. or B.Sc. Degree.
2. Obtained an additional 5 credits within the first 6 attempts (i.e. a total of 20 credits) and of the 5 credits, at least 3 must be in 300- or 400-series courses and no more than 1 may be a 100-series course.
3. Obtained a final mark of 60% or better (i.e. a grading of "C" or higher) in each of at least 4 of the 5 additional credits.

Requirements for B.Sc. Degree (Three-Year)

Students will be entitled to receive a Bachelor of Science Degree (Three-Year) when they have:

1. Completed the requirements for the B.A. Degree (Three-Year)
2. Included in the 9 or more 200- or higher-series courses, at least 6 courses with 1 or more of the following designations:

ACT; ANT 203, 335, 337, 431; AST (except AST 200F); APM; BCH; BIO; CHM; CSC; ECO 220; GLG; GGR 200, 201, 202, 205F, 207S, 270, 301, 303F, 304S, 307S, 308F, 311S, 330S, 335S, 370F, 371S, 376F, 390F, 491 (Physical); JAZ 421F; JLM 280, 490S; JPA 300, 400; JPZ 252, 443F; JZP 328S; MAT; MPL; PHY; PSL; PST; PSY; STA; ZOO (except ZOO 200)

Requirements for B.Sc. Degree (Four-Year)

Students will be entitled to receive a Bachelor of Science Degree (Four-Year) and to have the designation Bachelor of Science (Four-Year) entered on their record when they have:

1. Qualified for the B.Sc. Degree (Three-Year)
2. At the first 6 attempts completed an additional 5 courses (i.e. a total of 20 courses) and of these 5 courses, at least 3 must be 300 or 400 series, or

3. Obtained a final mark of 60% or better (i.e. a grading of "C" or higher) in each of at least 4 of the 5 additional credits.
4. Included in the 14 or more 200- or higher-series courses at least 9 credits from the list given above in the "Requirements for the B.Sc. Degree (Three-Year)".

Requirements for B.Com. Degree

Students will be entitled to receive a Bachelor of Commerce Degree when they have:

1. Qualified for a Three-Year Degree.
2. Obtained standing in 23 credits which must include:
 - a) At least 7 credits in Commerce
 - b) At least 7 credits in Economics
 - c) At least 4 credits other than Commerce or Economics, 2 or more of which must be 200- or higher-series courses and include a course in Mathematics (Calculus)
3. No more than six 100-series courses can be taken in the Four Year programme. (One 100-series course may be taken in Fourth Year only if no more than 5 have been taken previously.)

NEW REGULATIONS

The following regulations apply from the beginning of the 1976-77 Winter Session.

Requirements for a Three-Year Degree

A student shall be qualified for a Bachelor of Arts or a Bachelor of Science Degree when he has:

1. Obtained standing in 15 courses including no more than six 100-series courses, and no fewer than three 300- or 400-series courses of which at least 3 have been passed with a grade of "C—" (60-62%) or higher in each.
2. A cumulative GPA of 1.50 or more. (See Academic Records section for description of GPA.)
3. For a Bachelor of Science Degree, included in the 9 or more 200- or higher-series courses, at least 6 courses with 1 or more of the following designations: ACT: ANT 203, 335, 337, 431; AST (except AST 200F); APM: BCH; BIO: CHM; CSC: ECO 220; GLG; GGR 200, 201, 202, 205F, 207S, 270, 301, 303F, 304S, 307S, 308F, 311S, 330S, 335S, 370F, 371S, 376F, 390F, 491 (Physical); JAZ 421F; JLM 280; JPA 300, 400; JPZ 252, 443F; JZP 328S; MAT: MPL; NEW 250; PHY: PSL; PST; PSY; STA; ZOO (except ZOO 200).

NOTE: A student who chooses to receive a Three-Year Degree may qualify only for a Four-Year Degree in the same field i.e. a Three-Year B.A. leads only to a Four-Year B.A.; and a Three-Year B.Sc. to a Four-Year B.Sc.

Requirements for a Four-Year Degree

A student shall be entitled to have the designation "Bachelor of Arts (Four-Year)" or "Bachelor of Science (Four-Year)" entered on his record when he has:

1. Obtained standing in 20 courses including no more than six 100-series courses, and no fewer than six 300- or 400-series courses of which at least 6 have been passed with a grade of "C—" (60-62%) or higher in each.
2. A cumulative GPA of 1.50 or more.
3. For a Bachelor of Science Degree, included in the 14 or more 200- or higher-series courses, at least 9 courses from those listed as acceptable for the Three-Year Degree.

NOTE: A student who chooses to receive a Three-Year Degree may qualify only for a Four-Year Degree in the same field i.e. a Three-Year B.A. leads only to a Four-Year B.A.; and a Three-Year B.Sc. to a Four-Year B.Sc.

Requirements for a B.Com. Degree

Students will be entitled to receive a Bachelor of Commerce Degree when they have:

1. Obtained standing in 23 credits which must include:
 - a) At least 7 credits in Commerce
 - b) At least 7 credits in Economics
 - c) At least 4 credits other than Commerce or Economics, 2 or more of which must be 200- or higher-series courses and include a course in Mathematics (Calculus).
2. No more than six 100-series courses may be included and no fewer than six 300- or 400-series courses of which at least 6 have been passed with a grade of "C" (63% or higher) in each.
2. A cumulative GPA of 1.50 or more.

11.5 A FIRST DRAFT PROPOSAL FOR A UNIVERSITY COLLEGE
IN THE CATHOLIC TRADITION

At an early stage in our work Dean Breen outlined certain aspects of the proposal to Professor McEvenue in confidence. He invited Professor McEvenue to prepare a rough draft outline of a university college in the Catholic tradition and based on the Catholic philosophy of higher education. Professor McEvenue's notes constitute this appendix and are attached to illustrate the type of response we anticipate in the Faculty that will in due course lead to the formation of one of the colleges.

A PROPOSAL FOR "FIRST UNIVERSITY COLLEGE"

INTRODUCTION

The following proposal is made with the understanding that the structure and financing of University Colleges will be described in the brief of Concordia's Deans. This proposal, therefore, will focus on the educational goals of one of the Colleges, here provisionally designated as "FIRST UNIVERSITY COLLEGE". Furthermore, it does not purport to be a definitive description or a legal document. Once the college has been constituted, this document could serve as a basis for further definition. In its present form it is addressed to potential participants.

GENERAL AIM

The purpose of the college structure as we understand it, is to care for what may not be supplied through the organization of a large Faculty of Arts and Science. Faculty, Divisions, and Departments will normally carry on their self understanding, and debate their decisions, with reference to the larger Quebec scene, and with reference to advancing knowledge in various specializations. The natural level of discussion in such a Faculty structure may create in students, and also in faculty, a feeling of abstractness and impersonality. The College will provide a setting in which motivations for learning, the responsibilities of a person educated in a given social milieu, and the ultimate dimensions of knowing are explored. In other words, the College will provide a context in which students and professors will meet; it will also provide a commonly shared philosophy of education. In the College, each fellow and each student will be a significant participant in a shared learning experience.

DESCRIPTION

FIRST UNIVERSITY COLLEGE will be situated on the Loyola Campus of Concordia University, but will include fellows, students, and courses situated on the downtown campus.

Eventually, FIRST UNIVERSITY COLLEGE will articulate a philosophy of education. At this initial stage, it will demand, beyond academic excellence, a horizon for knowledge and an ideal of personal development. The horizon will be ultimate value; the personal development will be self-appropriation. These two are to be considered as inter-dependent. FIRST UNIVERSITY COLLEGE may be considered to embrace the Judeo-Christian tradition and to maintain certain educational objectives proposed by the former Loyola College. It will attempt to embody certain educational dimensions expressed by such diversified thinkers as Bernard Lonergan, Eric Vogelin, Herbert Maslow, Paolo Freire, and others.

FIRST UNIVERSITY COLLEGE will draw upon existing programmes from all the departments of Arts and Science at Concordia. It may attempt to modify some of them, but never against the advice of the department in question. Rather it will attempt to achieve its educational goals by supervising the elective sector of a student's total programme. For example it may require certain courses of its students (chosen from existing ones or new courses solicited from interested departments) which promise to provide for the College's objectives. These would be courses in which students are asked to reflect on choices and values. Or else these would be courses in which students, while studying a discipline, reflect on the discovery aspect of learning and appropriate the dynamic of their knowing. Finally, these would be courses in which, through studying selected "great books", a student is asked to face basic alternatives in Western civilization.

EDUCATIONAL EFFECTS

FIRST UNIVERSITY COLLEGE will hope to have an over-all effect on its

student's education in two ways: first by supervising the over-all programme, and secondly by services provided directly by the College.

The College might demand that its students follow one of the following options:

- 1) Specialization or Honours plus one of the following:
 - a) a Minor and one specified course
 - b) 3 specified courses and an elective
 - c) language courses and one specified course
- 2) Major plus: - another Major and one specified course
- 3) Joint Major plus specified course(s) plus language course(s)
- 4) A Major plus a Minor, at least 2 specified courses and the remainder in electives with a preference for languages

Other services could be provided by the College itself, such as: advising or tutoring of students, social functions ^{to} bring students together, special academic events within the College. The College might further institute a non-credit colloquium intended for the student whose programme is so charged in a specific discipline that he or she might have a truly inadequate exposure to the spectrum of western civilization. The FIRST UNIVERSITY COLLEGE might decide that certain extra-curricular activities, or even a certain quantity of extra-curricular activities, should become obligatory: such activity being conceived in terms of the humanization of the student as understood in our philosophy. Further, the student may be invited to participate in faculty seminars.

INCIPIENT PHASE

FIRST UNIVERSITY COLLEGE will begin as follows: the Dean of Arts and Science should name an acting principal for the College's first year. Thereupon the acting principal, respecting the present document, will receive applications for fellowships. He will select three of these. Then the group of four will proceed to the selection of further fellows up to the number of ten.

The fellows will have to find a name for the College, possibly in conjunction with founding money which is certainly available from various groups in the Montreal area. Or they^{may} choose a name to signify the philosophy of the College or something of its historical origin. Eventually, the fellows in consultation with students of the College will proceed to draft a constitution of the College in more rounded form. This might be done in a seminar in which a common focus and philosophy could be articulated.

Initially the student body would be restricted to two hundred and fifty students. Each one of the fellows would be responsible for advising twenty-five students.

January 1977

This document results from the collaboration of several persons on the Loyola Campus

11.6 A FIRST DRAFT PROPOSAL FOR A UNIVERSITY COLLEGE TO
PROVIDE PROGRAMMES PREPARATORY TO CAREERS IN GOVERNMENT
SERVICE, LAW, AND JOURNALISM

At an early stage in our planning Dean Campbell outlined parts of our proposal to Professor Robert Wall in confidence and asked him to prepare a rough outline sketch for one of the university colleges. Professor Wall's first draft forms this appendix. It, like Appendix 5, is attached to illustrate the type of response we anticipate in the Faculty that will in due course lead to the formation of one of the colleges.

11.6 A COLLEGE OF SOCIAL SERVICE

1. Goal - to train managerial, informational and governmental leaders for Quebec and Canada
2. Streams - A. Pre-Law
B. Government & Administration
C. Journalism & Communication Arts

A. Pre-Law

1. Goal- to train potential law students in the areas which provide the best preparation while at the same time provide the student with a broad knowledge required of leaders in a complex world. It should be part of the goal of this programme to begin to instill in the student a sense of service to the community.
2. Requirement - Upon admission the student is required to pass basic literary tests in French and English. Failure to pass these tests will require the student to enroll in non-credit remedial courses until satisfactory proficiency is achieved.
3. Programme -
 - a) 6 credits in Western Intellectual History (may be drawn from History, Philosophy, Literature, Religion, etc.)
 - b) 6 credits, Introductory Political Science
 - c) 6 credits, Introductory History
 - d) 6 credits, Canadian or Quebec History or Government
 - e) 6 credits, Constitutional History
 - f) 6 credits, Ethics
 - g) 6 credits, English Style & Rhetoric
 - h) 6 credits, French Style & Rhetoric
 - i) 6 credits, Introductory Psychology
 - j) 6 credits, Introductory Economics

The remaining 30 credits are to be taken within specialty areas (these, combined with certain courses in the required area, will constitute a 60 credit specialization degree). The specialty areas are:

- a) Political Science
- b) History

B. Government and Administration

1. Goal - to train a managerial leadership. One would need to test the hypothesis, but it is my feeling that the current leadership is provided by technically trained persons well instructed in the details of their craft but lacking the breadth of vision that more traditional education used to provide. This proposed programme does not attempt to return to the old style (which I feel is now impossible and undesirable given the advance of knowledge in the social sciences) nor does it attempt to perpetuate the status quo. Instead it attempts to give the student a control of the basic tools he/she will need, i.e. literacy and numeracy; it attempts to introduce him to the basic great ideas of his own culture; it attempts to familiarize the student with the history and government of his own nation and with that of at least one other society. In addition three introductory social science courses will give familiarity with the human sciences - one of which will become his specialty in the second half of the programme.
2. Requirement- Upon admission the student is required to pass basic literary tests in French and English. Failure to pass these tests will require the student to enroll in non-credit remedial courses until satisfactory proficiency is achieved.
3. Programme -
 - a) 6 credits in Western Intellectual History
 - b) 6 credits in Canadian or Quebec History
 - c) 6 credits in Canadian or Quebec Government
 - d) 6 credits in the history of another culture (U.S., Latin America, Africa, Asia, Russia & Eastern European)
 - e) 6 credits Introductory Economics
 - f) 6 credits Introductory Psychology
 - g) 6 credits Introductory Sociology
 - h) 6 credits Mathematics or Statistics
 - i) 3 credits Accounting
 - j) 3 credits Computer Science
 - k) 6 credits Management & Administration

60 credits

The remaining 30 credits are to be taken within specialty areas (these, combined with certain courses in the required areas, will constitute a 60 credit specialization degree. The specialty areas are:

- a) Psychology
- b) Sociology
- c) Economics

C. Journalism and Communication Arts

I won't presume to write out a programme here.

1. I believe a revision of the pre-law, 60 credit requirement combined with the Journalism 30 credit minor would do for Journalism. The French-English requirement and advanced courses in style should be emphasized.
2. The 60 credit specialization in Communication Arts, along with 30 credits of requirements including courses in History, Ethics & Psychology. The French-English requirement should hold here also.

11.7 A DEPARTMENTAL CONCERN ABOUT DEPARTMENTAL MERGER

At an early stage in our work Dean Campbell spoke confidentially to Professor Chaikelson outlining certain aspects of our proposed model. Subsequently, Professor Chaikelson submitted the document which constitutes this appendix. The committee which prepared the statement was not aware of our proposals. The statement indicates the legitimate concerns of the Department of Psychology about the merger of departments and other matters.

internal memorandum

APPENDIX 7



TO

The Committee of Deans

FROM

June Chaikelson

Chairman

Department of Psychology

DATE

January 17, 1977

11.7

Enclosed you will find an eleven page document highlighting the concerns of the Sir George Williams Psychology Department vis-à-vis the future administrative reorganization of the University. This document was produced by a committee of three, Norman Segalowitz, Jane Stewart, and Zalman Amit, and was unanimously approved by the entire department.

I have also attached the committee's proposal of one possible model for the reorganization of the Faculties. This was not presented to the department as a whole because it was felt that a detailed discussion of a particular model would be self-defeating at this time.

JC:KS

Encls.

June Chaikelson

SUMMARY

This document presents the concerns of the Psychology Department, Sir George Williams Faculty of Arts, regarding changes in the University's faculty structure. The main objective of the department is to provide a unique contribution to the development of psychology in Quebec through training and research programmes oriented toward specific problem areas. Important to the success of this objective are: a team approach to research, a cross disciplinary perspective, space, funding, and programme flexibility. The faculty structure that best meets the needs of our department defined in these terms is one that is small, administratively flexible, and that places us in the context of Life Sciences rather than in social or biological sciences. Regarding the Loyola Department of Psychology, there is no advantage at present in merging our departmental structures at the undergraduate level. Interested Loyola faculty should, however, be able to participate in our graduate activities.

Our department finds itself in a rapidly changing environment. The administrative structures of the faculties within the university may soon be modified. The Quebec context in which the university is situated is undergoing profound and rapid change. We need to know, therefore, what we are about as a department if we hope to be flexible and capable of adapting to these changes while at the same time continuing to pursue our basic goals even as our environment changes.

The immediate question before us concerns what administrative changes we favour vis-à-vis the Loyola Psychology Department and the possible reorganization of the university at the faculty level. To answer this we need to have a clear understanding of our own priorities, of our activities and the way different administrative structures might affect our ability to pursue our goals.

Goals and Activities

There are many ways to characterize the activities of a department. One can, for example, list undergraduate teaching responsibilities, administrative change, research activities, graduate teaching and thesis supervision, and so on. In our case, however, such a list would not accurately reflect the more basic underlying concerns that shape the department's priorities. For this, we can turn to a study made in 1972-73 by our department that thoroughly evaluated our programmes and resources and spelled out ways in which our department can make a unique contribution to the development of psychology in Quebec. The conclusions of that study are articulated in the Ph.D. dossier. Together with commitments that have

evolved since the establishment of our doctoral programme in 1975, they serve as a statement of the goals that guide our activities.

Our department has three primary objectives. In keeping with psychology's emphasis on empirical knowledge, we provide training in both basic or "pure" research, as it has been traditionally conceptualized, and in practically-oriented or "applied" research on community problems. We endeavour to provide internship experiences in relevant community hospital and other institutions for the purpose of enabling students to gain practical or interdisciplinary training experiences. Our programme is oriented towards specific problem areas and towards research techniques appropriate to solving such problems, as distinct from the traditional emphasis on research within discrete content areas, such as learning, motivation, perception, cognition, personality, social, abnormal, and so on.

In addition to this broad commitment to the study of problem areas the department has explicitly declared its interest in several specific areas of concern. These areas do not exhaustively represent the range of concerns the department might have some day in the future; however, they do represent the major concerns to which the department is presently committed.

There are presently eight such areas of primary concern:

1. Appetitive motivation and drug dependence. Analysis of behaviours oriented around intake of nutrients and drugs. Research on behavioural control in humans and animals. Study of neurophysiological and biochemical mechanisms underlying appetitive motivation and addiction. Applied experience with alcoholism, drug abuse, obesity, and anorexia nervosa.
2. Behaviour modification. Study of theories of learning and their application to behaviour change. Study of the instrumental control procedures for autonomic responses. Development of control procedures for individual, family behaviour, and school problems. Self-

control and hypnotic techniques. The etiology of fears and aversions in humans and other species, and the relative effectiveness of therapies in controlling them.

3. Cognitive Behaviour. Cognitive development; perceptual-cognitive developmental disabilities. Human information processing; visual perception, memory; reading. First and second language development.
4. Evaluation of applied instruments and techniques. Relation between diagnostic procedures and treatment. Assessment of therapeutic procedures.
5. Psychopathology. Study of the etiology of behaviour disorders; analysis of the biochemical, physiological, and social approaches to the problem.
6. Sexual behaviour and sex-related behaviour. Study of the hormonal and neural basis of development and maintenance of reproductive and sexually dimorphic behaviour patterns. Research into sex-role identification and socialization and the development of sex-related attitudes. Human sexual dysfunction.
7. Study of adolescent development and problems in society. Study of the socialization and development of youth. Examination of the impact of culture and social institutions on children. Studies of motivation in relation to time perspectives, incentives and gratification delay.
8. Visual deficits. Study of visual deficits. Visual sensory mechanisms. Treatment of the visually disabled. Development of techniques to allow individuals to make the most efficient use of their limited visual information. Social and psychological adjustment of the physically disabled in general.

Stating our objectives in this way has two important implications. First, we give our programme a very specific aim: to provide training in basic psychological research that is directly pertinent to problem areas of contemporary social relevance. Such a goal is unique among psychology doctoral programmes in Quebec. In pursuing this goal we hope to make a positive contribution to our students by providing them with a set of skills not usually provided by tradition bound academically oriented programmes. We hope too that we will thereby provide the community with the highly trained personnel

needed in a number of significant areas of applied psychology.

Second, we specify the set of research and teaching areas we consider to be our highest priority, namely the areas listed above. Such a statement of areas highlights our particular fields of expertise and serves as a clear guideline concerning the allocation of our energies and resources. The research and teaching activities associated with these areas comprise a sensible "package"; the department is able to be broadly involved in the basic areas that characterize the discipline while having at the same time a well defined set of goals.

These goals are realized primarily in our research and graduate training activities. Of course, we also have a basic commitment to undergraduate training. In addition, our graduate, undergraduate and research activities entail a certain amount of administrative work. What we must consider, therefore, is the impact of departmental and faculty reorganization on these activities as they affect the way we pursue the goals outlined above.

Research and graduate training. In the long run, it is to the graduate program we must look if we wish to promote excellence in our department. We will only be able to attract top students and faculty to work with us to the extent that we can offer a stimulating atmosphere and a unique orientation. And, clearly, whether we can attract high quality faculty and graduate students will have a direct influence on the calibre of our undergraduate programme.

There are five basic ingredients that permit the successful functioning of our research and graduate training activities.

First, there is the team approach. Basically this means that for each of the problem areas in which the department conducts research, there is a group or team of faculty members who work together in the area. This has important implications for our hiring practices. Effort is made to add new faculty to the department who will complement existing teams rather than provide skills that are primarily outside the priority areas or that duplicate skills already available. This is, we believe, one of the features that makes our department attractive and distinctive to students and prospective new colleagues.

Second, and related to the team concept, is the cross disciplinary aspect of our work. We attempt as much as possible to foster diversity within the groups in each problem area. This means, for example, that the team working in a given area may include a researcher with training in the clinical aspects of the problem, someone with the relevant neurobiochemical background, someone else with expertise in a behavioural approach, another with a social psychological perspective, and so on. Also, students are encouraged to choose internships that take them to settings offering perspectives and experiences that differ from what we can provide. This cross disciplinary emphasis provides the basis for the integrated approach that is our main goal: a basic research orientation to applied problems.

Third, there is the question of physical setting. At present our department suffers somewhat from its physical dispersal throughout the Hall Building (floors 5,9,10,11,12) and at 1374 Sherbrooke Street. Because so much of our teaching and laboratory work is collaborative, it is essential

that our department try as much as possible to locate its facilities in one place. Having one central location would also facilitate the flexibility we need in switching laboratories between faculty, graduate and undergraduate use at different times of the year. We also would benefit from unification of the library's psychology holdings into one location. Our research and graduate activities have benefited from our downtown location. We make use of the McGill Medical Library and many of our seminars alternate between McGill and the Hall Building. Our links with the Université de Montréal are growing and this too is facilitated by our location.

Fourth, there is the question of financial resources. The quality of our training and research activities depends on the ability of individual faculty members to attract grant support. To date we have been successful in this regard. However, it is clear that research funds are generally becoming more difficult to obtain. This means the growth of our department will depend even more on faculty members being able to attract funding.

Finally, there is program flexibility. Our graduate programme consists of relatively few formalized compulsory courses, especially at the doctoral level. Students are required to take Area Tutorials - specialized training in specific areas of interest. The formats of these tutorials range from meetings between one professor and one student to seminars with many faculty and students. Topics offered in these tutorials vary according to demand. In addition there are numerous research seminars which MA and Ph.D. students attend as part of their programmes. The flexibility of such a programme

allows us to maximize our use of the varied talents available in the department. New seminars are organized spontaneously according to demand, often with the collaboration of faculty at other universities.

Our relationship with the Loyola Psychology Department has been beneficial. For example, the visual deficits programme developed directly from interests expressed by that department in collaboration with ours. Unfortunately, at present members of the Loyola Psychology department can only officially participate in our graduate programmes by making formal application to do so. We favour, therefore, direct access for Loyola faculty to participate in our graduate programmes. However, this does not necessarily carry the implication that we favour full merger of the two departments at this time. In fact, with respect to the undergraduate programmes, we feel that merger of departments is not a good idea (see below). But whatever the formal boundaries between departments, we favour making participation in our graduate programmes by interested Loyola faculty as accessible as possible.

Undergraduate training. We see the departments as having common goals at the undergraduate level: the development and maintenance of sound undergraduate programmes with a fundamental basic core. Even now the core course in both departments' programmes are essentially similar. In addition, both departments offer a range of general interest and specialized courses for students in other programmes.

For the immediate future no change is contemplated in the arrangement

for the various offerings at the undergraduate level. As long as enrolment requires the scheduling of multiple sections of most courses on both campuses in both day and the evening little benefit can be derived from merging the undergraduate operations. Timetable adjustments to facilitate departmental interactions are presently being made.

Administrative work. In general, our department has evolved an informal committee system for handling many of the day-to-day problems of administering our teaching programmes, coordinating research space allocations, and so on. To a great extent, we have been able to carry on our administrative functions with minimum recourse to large formal meetings for debating and finalizing decisions. This leaves individuals relatively free to carry out their administrative duties while conserving considerable time for research, teaching, special seminars, and so on. Such an informal system works well, of course, only to the extent that we are able to maintain a consensus in the department about priorities and means. Beyond the department, at the faculty level, decision making is more formal. But here too we have benefited by the fact that we have had relatively direct access to deans and various faculty committees.

At both levels the flexibility and efficiency offered by the relative informality of administrative procedures has been due to the smallness of the units involved. It is usually easier to generate consensus within a department when the faculty number is less than thirty than, say, when faculty number is over forty. In the same way we have benefited from the

fact that the Faculty of Arts is not an uncomfortably large body with numerous bureaucratic encumbrances.

Recommendations

1) With regard to the Loyola Department of Psychology, we see no advantage in merging departmental structures at the undergraduate level at the moment. In the event that both departments find themselves under the same Faculty roof, each campus would still continue to provide its own undergraduate programme. While we favour continuation of two separate undergraduate programmes we also favour the maximum possible coordination of the two programmes both in regard to specific courses offered and timetabling.

2) We favour a general centralization of graduate activities in the Sir George Williams Department, rather than a dispersal of the programme across campuses. The main reason for this has to do with the flexibility afforded by having operations in one central location and by the advantages of being downtown. Interested Loyola faculty should, however, be able to associate themselves with our programmes (supervise graduate students, teach at the graduate level, participate in seminars, and so on) without having to make formal application as is now the case. It is expected, of course, that many of the graduate activities in which Loyola faculty are heavily involved (e.g. the study of visual deficits) will also take place on the Loyola campus.

3) Concerning the future reorganization of faculty structures, our major concern is to protect the flexibility our department presently en-

joys and to continue to foster the multidisciplinary approach in research and graduate level teaching. We, therefore, favour smaller faculty structures rather than larger ones. Ideally, we would also like to see a grouping of departments within faculties that reflects the interdisciplinary collaboration that characterizes psychology and many other fields today. In this respect, psychology has very special needs. Traditionally, our discipline has been identified both with the social sciences and the biological sciences, and this has sometimes led to administrative structures that have proved awkward for us (e.g. we need representation on parallel committees in two faculties; our library holdings are divided between the Science Library and the Norris Library). The Psychology Department is now part of the Faculty of Arts but a more appropriate home might be a Faculty of Life Sciences which would group us with anthropology, biochemistry, biology, education, sociology, and so on. Under such a scheme other divisions could include a Faculty of Humanities, a Faculty of Physical Sciences, including perhaps engineering and computer science, a Faculty of Commerce and Business Administration and a Faculty of Fine Arts. Such a reorganization of faculties would reflect many of the principles discussed earlier and at the same time make sense in terms of overall numbers of students, proportion of graduates to undergraduates, the balance between pure and applied aspects of the discipline, and opportunities of cross-disciplinary exposure to subject matter and research resources.

FACULTY OF HUMANITIES (or LETTERS)	FACULTY OF LIFE SCIENCES	FACULTY OF PHYSICAL SCIENCES	FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION	FACULTY OF FINE ARTS
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<p>Departments</p> <p>literature languages classics linguistics philosophy religion/ theology stud. history applied linguistics</p>	<p>biology biochemistry chemistry psychology anthropology/ sociology geography education political science economics</p>	<p>engineering depts physics physical chemistry geology mathematics? computer sciences science and human affairs</p>	<p>accountancy administration finance management marketing quantitative methods computer science?</p>	<p>visual arts studio arts art history cinema theatre arts music</p>
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<p>Special Programs</p> <p>TESL translation journalism teaching of... Interdisciplinary Applied Soc Sc Asian studies Russian studies Canadian studies</p>	<p>Urban studies neurosciences early childhood health sciences</p>	<p>Certificates in ... Chartered accountancy Certificates in ...</p>	<p>Art education Performing Arts</p>
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Women's studies?

<p>Graduate Programs</p> <p>existing departmental MA and PhD PhD Humanities</p>	<p>existing departmental MA & PhD</p>	<p>existing departmental MA and PhD, D. Eng</p>	<p>existing graduate programs</p>
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<p>Facilities</p> <p>Library Language Labs</p>	<p>Library Laboratories Day Care Centre Gymnasium Computing centre</p>	<p>Library Laboratories Computer Centre</p>	<p>Theatres Art Galleries Studios Library</p>
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11.8 A BRIEF CONCERNING INTERDISCIPLINARY STUDIES

Professors Charlton and Verthuy submitted to us the document which follows as Appendix 8. We have considered it carefully. We cannot accept the recommendation that a college have monopoly control of interdisciplinary programmes. However, we believe that their aspirations can be realized in the model proposed.

Interim Report to Senate on the Future of Interdisciplinary StudiesDeans' report

The report of the Committee of Deans on the future orientation of the Faculties of Arts and Science will shortly be presented to the Concordia Senate. The exigencies of the situation:

- i) the fact that such a consensus of varying points of view must necessarily contain a series of delicate compromises;
- ii) the necessity for reaching a decision without unnecessary delay;

will, in all likelihood, make any major modifications to the proposals impossible. Certainly, if the report is to be the subject of continued debate either in Senate or in Faculty Councils, we will, in all probability, find ourselves returning to the original problem.

Report from the Centre for Interdisciplinary Studies

Simultaneously, for any significant structure changes within the University to take place in a smooth and harmonious manner, the cooperation of all members of our community is desirable. To this end, faculty members involved in interdisciplinary studies on the Sir George Williams Campus, and, in particular, the Coordinators of the various programmes, in conjunction with the Director of the Centre for Interdisciplinary Studies, are pleased to take this opportunity of presenting to Senate a preliminary statement on the future of Interdisciplinary Studies at Concordia, as they see it in the light of their experience.

Concordia and Interdisciplinary Studies

The very lively and lengthy debate surrounding these issues which took place at a Fall meeting of Senate is a

guarantee of the University's commitment to the principle of interdisciplinarity and was very heartening both to the Faculty members who have expended so much time and energy on such innovations and to the students involved in the programmes. Like so many other universities, Concordia has looked beyond the difficult gestation period to the long-term advantages. In the same way, on the Sir George campus, the various faculty members and students who are becoming increasingly interested in interdisciplinary studies are not concerned with expressing dissatisfaction with the constraints inherent in their being placed in the Arts Faculty but are anxious to formulate appropriate criteria for the future.

Interdisciplinary Studies
in the new
context

The question then is: How can Interdisciplinary Studies best function, serving all members of our community, in a new context?

The following commentary is based on a collective experience of four years, although some programmes go back even further. Indeed, what is remarkable is, that in such widely differing programmes as Women's Studies, Science and Human Affairs, and the Undergraduate Scholars Programme, there is both a similar reaction to the present situation and a similar definition of future needs. It would seem that interdisciplinarity, whatever the field, raises the same fundamental issues and that, at least from an administrative point of view, such programmes have more in common than an onlooker might expect

Historical
perspective

To offer a very brief historical perspective, interdisciplinary studies were originally regarded as strictly experimental and as adjuncts to what are called discipline-oriented

programmes. It was natural, at that point, that they be housed in the Faculty of Arts.

As time passed, the programmes grew in importance and in strength. In order to meet student demands and their own requirements, they needed, but did not obtain, more involvement in, even further control over, departmental offerings, curriculum content and resource allocation. The present structure of the Arts Faculty has made it increasingly difficult for the programmes to operate efficiently. In spite of faculty and student commitment, they are still perceived as "adjuncts". Not only have they no priority over traditional programmes; they have no parity with them.

Beyond the
Faculty

The reorganization of the University is then most timely from our point of view as it comes at a crucial time in our development.

The Centre can now look beyond the Arts Faculty:

- i) We have been approached by faculty members in Fine Arts regarding the establishment of a programme centered on Early Civilization, which would combine Archaeology, Art History, and Classical History;
- ii) On numerous occasions we have discussed a Science option in Urban Studies, which has received approval in principle from the Science Faculty;
- iii) This year, Science and Human Affairs has been responsible for the operation of the Social Aspects component in Engineering;
- iv) The Dean of Graduate Studies has raised the issue of interdisciplinary programmes within his faculty;

- v) Students from the Fine Arts and Science faculties have shown interest in the Undergraduate Scholars Programme.

This wide range of existing and potential activities leads naturally to the conclusion that Interdisciplinary Studies should receive independent and inter-faculty status.

Establish-
ment of
School or
College

Indeed, this would correspond to our previously expressed desire that the Centre become a School or College within the University, with its own administrative structure, and directly responsible to the Vice-Rector (Academic) or the Vice-Rector (Research). This School/College would administer for all Interdisciplinary programmes.

This arrangement would offer many advantages, not the least of which would be the grouping under the same meta-physical roof of faculty members from across Concordia who are interested in just this kind of pedagogical innovation and who would benefit from each other's ideas and experiences. Such stimulus could only lead to better, more enriching offerings.

It would offer the further benefit of rationalizing resources and ensuring that duplication does not take place.

Interdiscip-
linery
Research

Such a School or College would be able to give priority to developing the interdisciplinary research and scholarship which are necessary to maintain the quality of our existing programmes and encourage new ones.

A precedent of this nature already exists, the Ph.D. in Humanities. Several faculty members involved in the Centre have also been involved in this Ph.D. programme which would no doubt benefit from being housed in the new School/College

and which would serve as an example to our undergraduates of the kind of advanced work they could undertake.

It would then also be appropriate to carry Dean French's query to its logical conclusion and cooperate with the Faculty of Graduate Studies in pursuing research and supervising theses of an interdisciplinary nature.

This School/College could also serve as a form of clearing house for the faculty at large. Individuals engaged in research or projects within their disciplines might well be surprised to find that colleagues in other disciplines are working on the same or a similar problem from a different point of view. The new School/College could then render signal service to the Community by setting up a bank of research projects under way which would be available for consultation to all faculty members and which might then stimulate at least discussion and possibly cooperation in team research of the kind recommended by FCAC.

Departments with graduate students could be encouraged to seek and allow thesis topics of an interdisciplinary nature under joint supervision of professors competent in the fields.

Structural changes

All these activities would naturally involve changes in the present Centre/Departments relationship. The majority of the teaching, planning and research must be carried on by faculty whose commitment is to the School/College rather than to departments. This does not preclude a strong discipline basis, as the report to the Deans from Women's Studies show.

Nevertheless, the present situation whereby interested faculty are occasionally assembled for advice on programmes

is clearly unsatisfactory. Just as we have made every effort to group students in order to produce community interest, so we must begin assembling faculty. It should become normal for a faculty member to teach 1 or 2 course(s) in a department, one in Interdisciplinary Studies and/or supervise students engaged in work in this area.

Responsibility
and
Authority

Faculty, grouped for these purposes, should also be responsible for control of undergraduate programmes. The staffing and content of courses must be the responsibility of the programme committees. We cannot continue to be at the mercy of strictly departmental priorities nor continue to be excluded from discussions on hiring within departments.

The extent to which a new policy of responsibility is developed will be the gauge of the University's true commitment to interdisciplinary work. Clearly the support of senior administrative officers is a sine que non of such an evolution.

Faculty moving from departments must have certain assurances regarding their careers within the University. The needs of Interdisciplinary Studies must be taken into account, even given priority when new appointments are made and new courses created. More formal structures of exchange and consultation must replace the present uneasy ad hoc arrangement.

Budgetary
and other
possibilities

The establishment of a School/College of Interdisciplinary Studies, besides affording us the increased authority we need in the above-mentioned areas, would also offer us advantages and involve other structural changes.

One can envisage the allocation of more significant research budgets, increased funds for visiting lecturers, a physical home to provide identity.

One can see the necessity of attributing several full-time appointments to the new structure, of developing contract arrangements with departments, of creating appointments (half-time, part-time, etc.) of a completely new nature, allowing us to draw on resources outside the University.

These details can all be studied and worked out once the status of interdisciplinary studies in the new University structure is worked out.

Conclusion

It must be clearly stated, however, that we look to Senate, whose interest has already been demonstrated, to safeguard the future of this developing field. We strongly urge the establishment of a School/College of Interdisciplinary Studies, responsible for all present and future programmes of this kind within the University, which will enjoy increased autonomy and authority in its relationship with departments and Faculties, report directly to a Vice-Rector, Academic or Research, and which will receive the financial resources and academic support it requires to serve the community.

Respectfully submitted,

Dr. David E. Charlton
Director
Centre for Interdisciplinary Studies

Associate Professor Mair Verthuy
Coordinator
Undergraduate Scholars Programme

11.9 ENROLLMENTS - 1976-77UNDERGRADUATE STUDENTS

	<u>Full-time</u>	<u>Part-time</u>	<u>Independent</u>
S.G.W. Arts	1842	3012	} 3563
S.G.W. Science	573	607	
Loy. Arts and Science	2315	1773	
Commerce	2551	2569	
Engineering	835	477	
Fine Arts	763	625	
	<u>8879</u>	<u>9063</u>	<u>3563</u>

Total of above 21,505*

Total of Arts & Science - 4324 (48.7%) - full-time
 5392 (59.5%) - part-time

GRADUATE STUDENTS

2624 **(total)

1384 (Arts and Science)

*These numbers do not include 5471 part-time and 2080 independent students registered in the summer session 1976 nor approximately 760 full-time, 850 part-time and 930 independent students registered in January 1977.

**These numbers do not include 37 full-time and 133 part-time graduate students who registered in January 1977 nor 630 full-time, 1658 part-time and 127 independent students registered during summer 1976.

11.10 STUDENT SURVEY

Preliminary results from our student survey are presented in this appendix. A more extensive report will be published shortly by Dr. Jon Breslaw and Dr. Dorothy Haccoun.

I. Reasons that are important for choosing a campusSir George Williams vs. Loyola

<u>Sir George Williams</u>			<u>Loyola</u>		
	Arts	Science		Arts	Science
	%*	%*		%*	%*
Location	44.2	41.3	Atmosphere	44.9	50.1
Flexible Programmes	27.3	26.0	Location	41.7	31.9
Academic Superiority	19.1	20.8	Informality	39.1	38.9
Friends	17.9	13.5	Small Classes	37.6	34.1
Atmosphere	15.2	16.3	Friends	21.2	18.3
Informality	10.8	13.4	Flexible Programmes	26.7	19.6
Facilities	8.8	12.4	Facilities	17.3	26.5
Quick Acceptance	9.5	8.8	Academic Superiority	16.2	13.7
Small classes	7.9	9.5	Quick Acceptance	11.2	12.3
Less Expensive	4.8	6.7	Less Expensive	5.8	6.0

*The percentage (%) agreeing that the reason listed was important in influencing their decision to register on the particular campus.

II. Extent to which each of the following was better or worse than expected.

<u>Sir George</u>	<u>Campus-wide</u>	<u>Arts</u>	<u>Science</u>
Quality of teaching	2.752 (2)	2.665	2.684
Opport. to meet others	2.858 (3)	2.899	2.724
Course content	2.725 (1)	2.713	2.685
University atmosphere	2.9019(5)	2.9036	2.750
Int.-Quality of students	3.011 (7)	2.993	2.983
Course availability	2.802 (4)	2.719	2.688
Quality of Administration	2.934 (6)	2.871	2.764
<u>Loyola</u>			
Quality of teaching	2.638 (3)	2.616	2.613
Opport. to meet others	2.586 (2)	2.596	2.512
Course content	2.680 (4)	2.859	2.666
University atmosphere	2.466 (1)	2.507	2.375
Int.-Quality of students	2.937 (7)	2.941	2.926
Course availability	2.728 (6)	2.683	2.715
Quality of Administration	2.726 (5)	2.721	2.688
(v.g. bending to student needs)			

Note: Higher value=less favourable perception
Brackets indicate ranking

Some Observations

1. Informality, flexible programmes, academic quality, and atmosphere were considered by a large number of students for choosing Concordia over other universities and for selecting one campus over the other. It is the choice between Sir George Williams and Loyola which is most revealing. For Sir George Williams, location was the most important reason (Arts 44.2%, Science 41.3%); for Loyola, location was the second most important reason (Arts 41.7%, Science 31.9%). Atmosphere, informality and class size again were the dominant reasons for going to Loyola; flexible programmes and academic quality for Sir George Williams.
2. Students were overwhelmingly opposed to shuttling between campuses - thus the importance of maintaining, where feasible, two programmes on two campuses.
3. Importance of flexible programmes was especially significant for the evening students.
4. It appears that students thrive where there exists smallness. Any new structure must maintain smaller units for both campuses.

11.11 AD HOC PROCEDURES FOR SELECTION OF CHAIRMEN OF THE MERGED DEPARTMENTS

- 1977-78 - Co-Chairmen - the Chairmen of the two sister departments shall act as Co-Chairmen for the 1977-78 academic year.
- Fall 1977 - The Provost shall establish Advisory Committees to appoint one Chairman for each department who shall assume his/her responsibilities on June 1st 1978.

Composition of Advisory Committees

- a) Two full-time faculty members from each of the founding departments - at least one of whom shall be at the rank of Associate or Full Professor.
- b) Two full-time faculty members appointed by the Arts and Science Faculty Council.
- c) One student from each of the founding departments elected by the students of the department concerned.
- d) Vice-Provost who shall be Chairman of the Committee.

11.12 DRAFT PROPOSAL FOR A WOMEN'S COLLEGE

Professor Christine Allen submitted to us a first draft proposal for a Women's College which follows as Appendix 12.

11.12

PROPOSAL FOR WOMEN'S COLLEGEContext:

Within the proposed structure for colleges an obvious candidate is a Women's College of Concordia University. There are no progressive Women's Colleges in central Canada, although Mont St. Vincent in Halifax and Simon-Fraser in British Columbia are attempting to develop such a base at the present time. In the United States there is a strong example of Radcliffe and Bryn Mawr which have recently reaffirmed their identity as Women's Colleges in contrast to those from the 'big seven' sister colleges which have turned away from this base. There is therefore, every good reason to believe that a Women's College would attract many new students to Concordia University.

Goal:

A Women's College of Concordia University would have as the aim of its educational philosophy to offer both disciplinary and interdisciplinary degrees which reflect the realization that a new field of study has been discovered which relates specifically to women's identity in history and in contemporary society. It would offer programs both in highly theoretical areas as well as areas with practical application. It would see as its special function the rigorous criticism of new theory and literature in Women's Studies and the generation of research and community action in areas which specifically affect women. Therefore, it would also attract many women students who may not desire a degree within a specific program but would be interested in taking courses in a variety of departments and/or interdisciplinary areas.

A) Disciplinary degrees should be granted in areas in which new information is being gathered: e.g., in history and in classics. The degrees would reflect a core approved by the discipline itself in addition to courses which more specifically relate to women's history. In addition, degrees should be granted in areas in which contemporary research is being generated: e.g., in sociology, psychology, applied social science, economics and education. Again the degrees would reflect a core central to the department as well as

courses which more specifically relate to sex-identity. There are further departments which combine both an historical base and a contemporary base, e.g., Political Science, English, French, Religion and Philosophy. In all these cases, degrees would be disciplinary oriented, but granted through the college so that an orientation appropriate to a progressive Women's College would be reflected.

B) Interdisciplinary programs would include the Women's Studies minor as already structured. (Cf. Women's Studies Report). It could also include a specialization in Women's Studies which is more innovatively interdisciplinary. (Cf. Women's Studies Report). In this regard it would be very beneficial to have contact with a college of Interdisciplinary Studies which had as its aim the use and development of innovative methodology in interdisciplinary courses and programs.

C) While having its primary focus on the excellence of undergraduate teaching, a Women's College could also encourage study at the graduate Level within disciplines as well as within the structure of the Ph.D. in Humanities. (Cf. Women's Studies Report).

Location:

The Women's College of Concordia University should be located downtown on the Sir George Campus for the following reasons:

There is a significantly larger number of students and faculty already involved in Women's Studies on the Sir George Campus than on the Loyola Campus.

The downtown location is more easily accessible by public transportation.

There is a day care center available for women who have young children at the YMCA on Dorchester.

There should be an annex at Loyola to support and aid students on that campus who are interested in the philosophy of education of the Women's College.

Board:

There are presently a number of qualified women at the university who could act as a Board of Directors. The following structure of membership might be considered:

Muriel Armstrong
Lee Adler
Wynne Francis
Kathy Walters
Sheila McDonough
Polly Verthuy
Allanah Furlong
Christine Allen
Student
Student
2 Community Representatives
2 Outside Representatives

Associate Dean of Arts
Assistant Dean of Science
Senate Priorities Committee
Senate - Loyola
Senate - Sir George
Undergraduate Scholars - Sir George
Coordinator Women's Studies - Loyola
Coordinator Women's Studies - Sir George
Women's Union
Women's Studies Minors